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ABSTRACT

Thirty-six teachers, 17 inexperienced and 19 experienced, were observed systematically (under the Flander's system of interaction analysis) while engaged in teaching migrant children in 3 Michigan elementary schools. The purpose of the study was (1) to evaluate a training program especially devised to prepare teachers of disadvantaged youth and (2) to analyze and describe the process of teaching disadvantaged children, focusing primarily on migrant children. The project teachers were found to be significantly more directive than comparable normative teacher groups. While the project teachers utilized restrictive feedback and drill to a greater extent, they also praised their pupils much more. Experienced and inexperienced project teachers showed similar patterns of influence, differing significantly only in their use of praise. Pertinent recommendations were made to improve teaching practices with migrant children and other minority youth. [Not available in hard copy due to marginal legibility of the original document.] (DK)

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AN ANALYSIS OF THE EFFECTS OF A TRAINING PROGRAM FOR TEACHERS OF THE DISADVANTAGED

Interaction Analysis with Migrant Pupils

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Kalamazoo, Michigan

December 1968

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SUMMARY

The purpose of the study was to (1) evaluate a training program especially devised to prepare teachers of disadvantaged youth and (2) analyze and describe the process of teaching disadvantaged children, focusing primarily on migrant children.

Thirty-six participating teachers, seventeen inexperienced and nineteen experienced, were systematically observed with Flanders categories while engaged in teaching migrant children in three Michigan elementary schools. One hundred eighty hours of interaction data were acquired by nine observers. The data were combined into seven teacher behavior and interaction categories. The systematic observations were supplemented by movie films and tape recordings of the teachers and pupils in action.

Several hypothesis were tested using teacher performance in the seven categories as dependent variables. The results may be summarized as follows:

1. The most substantive finding was concerned with the patterns of influence of project teachers. Those observed were found to be significantly more directive than comparable normative teacher groups. Project teachers evidenced significantly greater use of drill and restrictive feedback than teachers of majority children. However, they praised pupils much more extensively.

2. Project teachers differed significantly from a teacher in an inner-city classroom in their more frequent use of traditional pedagogical techniques.

3. The pattern behavior of project teachers was found to be quite consistent throughout the seven weeks observations were taken. However, children tended to be significantly more rebellious toward the end of the program.

4. Experienced and inexperienced teachers showed similar patterns of influence, differing significantly only in their use of praise.

5. Significant inter-school variance in several categories of teacher behavior was observed.

The disappointing results were attributed as much to factors relevant to teaching migrant children as to defects in the training program. The effects of language and the characteristic diffidence and compliance of migrant children were mentioned as probable causal factors.

Pertinent recommendations were made to improve teaching practices with migrant children and other minority youth.

It was noted in summary that, according to the findings, teaching migrant children is a unique undertaking and differs from instructing other children, including other groups classified as "disadvantaged." Among the recommendations made was that teachers be apprised of the culture and the characteristic behavior of migrant children and that desired teacher behaviors be operationalized.

A. Introduction

1. Problem

Spurred by federal legislation and general national interest, the past decade has seen the emergence of a number of teacher education programs designed specifically to prepare teachers of children with special disabilities, especially those identified as culturally disadvantaged. In the absence of experimentally-derived guidelines, these innovative programs have usually utilized a saturation approach to learning which has seen student teachers engage in a wide range of activities assumed to be beneficial to their training. It is apparent that more direct and improved structuring of these programs is contingent upon the accumulation of specific experimentally-based descriptive data on which to construct them and more frequent evaluation of the effects of the programs.

To date the variation in training programs from university to university suggest there is a dearth of pertinent reports and specific information necessary to conceptualize and structure training programs. There certainly is no shortage of general descriptive material, however, these statements are often either too idiosyncratic or general to be of value.

With respect to program evaluations, the situation may be improving. Nevertheless, in their recent book on company education, Gordon and Wilkerson were prompted to write:

> "Despite the almost landslide acceptance of the compensatory education commitment, we find nowhere an effort at evaluating these innovations that approaches the criteria suggested. Where evaluative studies have been conducted, the reports typically show ambiguous outcomes affecting education and social variables."
> (9, p. 157)

Obviously much needs to be learned concerning the nature of teaching disadvantaged youth and the specific effects of preparation programs for teachers of the disadvantaged.

2. Observational Methodologies

Those concerned with research on teaching recently have had placed at their disposal the means for relating training methods to teacher behavior. The development of observational methodologies such as Flanders' scheme of Interaction Analysis now makes it possible to ascertain relationships between training variables and other independent factors to specific teacher classroom performance. In this regard Blatt recently commented:

> "It would be salutary if better advantage were taken in the next decade of what is now known concerning the observation and recording of behavior. It is possible that through these and other methodologies questions raised, but heretofore inadequately answered, concerning the preparation of professional workers in special education will elect clearer, more satisfactory responses." (1, p. 159)

The present research incorporated these recent developments and following the general trend of recent studies of the teaching process assume the interactions of pupil and teacher to be salient variables in the study of classroom process.

3. General Objectives

Pursuant to the foregoing, the study sought to employ the Flander's system and additional observational methods to analyze, describe and compare the process of teaching disadvantaged children, focusing primarily on children of migrant families in Southwest Michigan during the summer of 1967. It was anticipated the study would more adequately characterize the process of teaching migrant and other disadvantaged youth and provide some guidelines and direction for those concerned with preparing teachers for these young people. The specific objectives of the study were:

a. For purposes of analysis and comparison to obtain by means of direct, filmed, and recorded observations, samples of teacher-pupil interactions in ten elementary school classrooms involved in the educational program for migrant children.

b. To analyze these observations to discern significant differences in interactions according to the training of the teacher, teacher prior experience, relative socio-economic status of pupils, and school.

c. To obtain empirical data on which to formulate generalized concepts which characterize teaching migrant children as a unique undertaking.

d. To obtain retrievable records of teaching-learning situations useful in:

   1) Preparing teachers of migrant and other disadvantaged children, and

   2) Providing a basis for generating hypotheses and to propose future research.

4. The Training Program (For sake of clarity and brevity, the program is not fully described here, but in Appendix A. The interested reader is directed to the Appendix.)

The graduate training program, which was under investigation in the present study, is especially devised to prepare elementary school teachers of disadvantaged youth. The 1967 summer version was one phase of an ongoing Master's degree curriculum conducted by the Department of Teacher Education at Western Michigan University.

The fifteen week program under scrutiny was divided into two distinct spring and summer sessions. During the spring session didactic and process of experiences were combined in a deliberate effort to shape attitudes as well as to facilitate instruction. Didactic experiences included lectures by regular instructors and also by a number of consultants, both local and national.

Process activities included part-time field placements in a detention home, a guidance clinic, field trips to national centers of poverty, community center or other social agency; daily small group meetings wherein participants reacted to lectures and finally voluntary participation in weekly therapy group meetings which were conducted by professional counselors.

Observations were made during the summer session, at which time participants engaged in paid internships either in one of three elementary schools in Southwest Michigan or in two summer camps serving disadvantaged children. Teachers assigned to the elementary schools helped recruit children of migrant families for summer educational programs which were cooperatively established with the local school district. Once these predominately Spanish-speaking children had been enrolled, regular classrooms were established with two or three novice teachers joining two experienced teachers to form a teaching team for each class.

Fourteen participants were assigned to two summer camps conducted for offspring of disadvantaged families residing in the Chicago area. Thus, these field experiences provided participants with an opportunity to implement some of the concepts learned during the spring session.

B. Method

1. Population

The analyses were performed on a population of 36 program teachers, 17 inexperienced (pre-service) and 19 experienced (in-service) in the three participating elementary schools (Pearl, Fennville and Sister Lakes) in Southwest Michigan.

No accurate tally can be made of the number of pupils involved in the project since this was basically an itinerant population. Estimates abstracted from the project report (Appendix A) place the number of pupils in attendance in ten classrooms at one time or another at 440. The majority of these pupils were children of migrant families of Spanish-American descent. Many were bi-lingual or solely Spanish-speaking. About 15-20% of the pupils were Negro and Southern white.

For purposes of comparisons three student populations served as norms. The composite data collected by Coats (3) provided one normative group. This data includes observation taken in twenty-nine sixth, seventh and eighth grade classrooms in the Detroit area and also the data acquired by Flanders in sixth, seventh and eighth grade classrooms in Minneapolis and St. Paul. For the most part these students represent middle-class populations.

Another source of base-rate data was a study by Smidchens (14). He reported Flanders' extensive observations in sixteen fourth grade classrooms in elementary schools of Livonia, Michigan. This data permitted control of the influence of pupil age and developmental level on teacher-pupil interactions. These fourth grade pupils were also "advantaged" children.

Finally, eight hours of observational data were secured in a fourth grade class in Lincoln School, Kalamazoo. This data samples interaction for an urban school containing an all black disadvantaged student body.

2. Procedures and data collection

Two types of data were obtained for analyses, (1) structured observations using the Flanders' system of Interaction Analysis and (2) films and tape recordings of teacher-pupil interactions.

a. The Flanders' System of Interaction Analysis, which is reproduced in Table 1, has been widely used (3, 4, 5, 6, 7, 8) and reported to be operational. Nevertheless, in the present study difficulties were encountered in efforts to obtain statistical data. An unanticipated team-teaching approach was employed in the three schools and project teachers engaged in verbal exchanges with pupils only a small portion of their time in the classroom. As a result as many as nine observers, three for each school, had to be engaged and trained and acquiring

CATEGORIES OF INTERACTION ANALYSIS[a]

TEACHER TALK	Response	1.[b]	ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
		2.[b]	PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hum", or "go on" are included.
		3.[b]	ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category five.
	Initiation	4.[b]	ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
		5.[b]	LECTURING: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.
		6.[b]	GIVING DIRECTIONS: directions, commands or orders to which a student is expected to comply.
		7.[b]	CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.
STUDENT TALK	Response	8.[b]	STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
	Initiation	9.[b]	STUDENT TALK-INITIATION: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10.[b]	SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

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[a] From Flanders, 1965, p. 20.

[b] There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.

the proposed volume of observational data required nearly the full seven weeks in which schools were in session. On the positive side was found that observers who used the Flanders' observational system required only a few hours practice to achieve a satisfactory level of proficiency and reliability.

Indices of reliability were computed on paired observers using the system suggested by Flanders (6). Paired reliability indices ranged from .76 to .85 prior to the acquisition of actual data. Approximately 180 hours of data including nearly 200,000 tallies were obtained on thirty-six teachers in three schools during the first and last three weeks of the summer session (July and August, 1967). As previously indicated, eight hours of data were obtained on two teachers in an inter-city school (Lincoln, fourth grade) in Kalamazoo serving disadvantaged youth. All interaction data were keypunched on IBM cards and arranged into matrices. The results were analyzed by computer at the Western Michigan University Computer Center. Dr. Coats supervised computational procedures.

b. In accordance with the initial proposal, approximately four hours of 8 mm. movie films and twenty hours of tape recordings depicting pupil-teacher interactions in a classroom context were secured.

Initially an effort was made to photograph children from behind a screen. However, it was discovered that the camera was as conspicuous in this position as when held by a person positioned in a remote section in the classroom. Thus it was decided rather than sacrifice portability and flexibility, cameras would be open to view. As anticipated, teachers and observers agreed that within a short time the presence of the photographer had a negligible effect on the behavior of the children.

Initial viewing of the films showed them to vary in quality, but after editing they seemed to present a fairly adequate pictorial representation of the school and to a lesser extent the extra-school experiences of migrant children and their families. They should prove valuable to persons interested in the topic.

To summarize, despite initial difficulties, sufficient data was acquired to fulfill the general objectives of the proposal.

3. Independent Variables

The Flanders' categories formed the basis for the independent variables used in the present study. The seven independent variables analyzed are those which Coats found were most highly related to pupil achievement and classroom attitude. (The interested reader may wish to refer to Cooperative Research Project No. 6-8330 which is a detailed report of the comprehensive analysis performed by Coats on the Flanders' system.) These seven variables are described in Table 2. Both theoretical and operational definitions in terms of the ten Flanders' categories are presented.

4. Hypotheses

A number of hypotheses were investigated using critical ratios. The hypotheses are described below along with the operations involved.

a. HYPOTHESIS

Interactions will be consistent throughout the seven week program. Teachers will show characteristic interaction patterns.

OPERATION

Interaction tallies obtained for all pre-service teachers during the first three weeks of the program were compared with those obtained during the last three weeks.

b. HYPOTHESIS

Interaction of inexperienced teachers differ from those of experienced teachers. Experience of the teachers alters the way they interact with pupils.

OPERATION

Total interaction tallies obtained for pre-service teachers (inexperienced) were compared with tallies for all in-service (experienced) teachers.

c. HYPOTHESIS

Teacher-pupil interactions will vary according to the socio-economic level of the pupil. Teaching a predominantly disadvantaged migrant student population is a unique process which differs from teaching children having a greater cultural and material advantage.

OPERATION

Tallies obtained for all teachers who participated in the program were compared with the interaction data reported by Coats and Smidchens.

Table 2

INTERACTION VARIABLES

X_1	i(i+d) Ratio	THEORETICAL--ratio of expansive activity to expansive activity plus restrictive activity. Expansive activity is defined as the percentage of verbal classroom interactions in which teacher accepts student feelings, praises students, or accepts student ideas. Restrictive activity is defined as the percentage of time used to give directions, criticize students, or justify teacher authority. OPERATIONAL--ratio of the number of tallies in columns 1-3 of a 10x10 matrix to the number of tallies in columns 1-3, 6 and 7.
X_2	Rebellion	THEORETICAL--percentage of time in which students do not comply with teacher directions and criticisms. OPERATIONAL--percentage of tallies in the (6,9) and (7,9) cells.
X_3	Content	THEORETICAL--percentage of time during which teacher either asks questions or lectures. OPERATIONAL--percentage of tallies in columns 4 and 5.
X_4	Drill	THEORETICAL--percentage of time during which teacher asks questions, students respond, more questions, etc. OPERATIONAL--percentage of tallies in the (4,8) and (8,4) cells.
X_5	Sustained Acceptance	THEORETICAL--percentage of time in which the teacher engages in sustained acceptance of student ideas. OPERATIONAL--percentage of tallies in the (3,3) cell.
X_6	Praise	THEORETICAL--percentage of time during which the teacher praises students. OPERATIONAL--percentage of tallies in column 2.
X_7	Restrictive Feedback	THEORETICAL--percentage of time in which student responses are followed by restrictive teacher activity. OPERATIONAL--percentage of tallies in the (8,6), (8,7), (9,6) and (9,7) cells.

d. HYPOTHESIS

Teaching disadvantaged inner-city pupils differs from teaching disadvantaged migrant pupils. The generic rubric "disadvantaged youth" is highly general and nonspecific.

OPERATION

Interaction data obtained for all program teachers were compared with interactions obtained in an inner-city classroom.

e. HYPOTHESIS

Classroom climate and teacher-pupil interactions are unique and peculiar to the school - perhaps to the classroom. With regard to interactions, there is little commonality in teaching even a similar disadvantaged population.

OPERATION

Teacher-pupil interaction data were compared according to school, i.e. Sister Lakes School tallies were compared to those obtained at Fennville and Pearl Schools, and Pearl was contrasted to Fennville.

5. Subjective Analysis

A subjective analysis of the pictorial and audio material which was obtained during the program comprised the conjunctive study. The films and tapes analyzed by consultants were those which remained following considerable editing by the project director and an assistant. Approximately one hour filmed material and six hours of recordings were studied at length by two consultants, Dr. John Bergeson and Mrs. Mary Cain. Bergeson and Cain were principals of two schools directly involved in the migrant education project. Their observations are presented in the Results section, Part 2.

C. Results

The results of the statistical analyses are presented in Part 1 of this section. Part 2 contains the subjective analysis primarily in the form of an observational report from Bergeson and Cain.

1. Statistical analyses

Findings are reported in tabular form with each of several hypotheses presented separately. Hypotheses are stated in null form with critical ratios indicated.

a. Hypothesis

There is no difference in pupil-teacher interactions due to the effects of the time during the program at which observations were taken, i.e. whether first three or last three weeks.

Table 3

Critical Ratios Comparing Pre-service Teacher Interactions for First Three Weeks with Interactions for Last Three Weeks

	Variable	df 32	Critical Ratio	Sig.
X_1	Indirect/direct ratio		.44	NS
X_2	Rebellion		- 2.47	.05
X_3	Content		.48	NS
X_4	Drill		2.02	NS
X_5	Sustained acceptance		- 2.00	NS
X_6	Praise		.21	NS
X_7	Restrictive feedback		.39	NS

The null hypothesis is not accepted only for variable 2, rebellion. Teachers appear to have behaved in a consistent manner throughout the seven and one half weeks of the program. It will be noted that a near significant decrement in teacher sustained acceptance and increase in drill appears to have accompanied the significant increment in rebellion.

b. Hypothesis

There is no difference in pupil-teacher interaction due to the effects of teacher experience.

Table 4

Critical Ratios Comparing Pre-service Teacher Interactions with In-service Teacher Interactions

	Variable	df 32	Critical Ratio	Sig.
X_1	Indirect/direct ratio		.68	NS
X_2	Rebellion		1.07	NS
X_3	Content		- .95	NS
X_4	Drill		.57	NS

	Variable	df 32	Critical Ratio	Sig.
X_5	Sustained acceptance		2.52	.05
X_6	Praise		- 6.86	.01
X_7	Restrictive feedback		- .13	NS

Pre-service and in-service teachers evidence a number of similarities in interactions. However, the pre-service teacher showed significantly higher frequency of sustained acceptance while experienced teachers evidence much higher proportionate use of praise as a teaching technique.

c. Hypothesis

There is no difference in pupil-teacher interactions due to the effects of the socio-economic status or other cultural characteristics of the pupil. Herein all migrant program teachers are compared with Coats' group (Table 5a) and Smidchens' group (Table 5b).

Table 5a

Critical Ratios Comparing Interactions of all Project Teachers to Coats' Normative Group

	Variable	df 94	Critical Ratio	Sig.
X_1	Indirect/direct ratio		- 2.35	.01
X_2	Rebellion		.47	NS
X_3	Content		- 2.34	.01
X_4	Drill		4.85	.01
X_5	Sustained acceptance		- 2.00	.01
X_6	Praise		25.64	.01
X_7	Restrictive feedback		1.87	.05

Table 5b

Critical Ratios Comparing Interactions of all Project Teachers to Smidchens' Normative Group

	Variable	df 51	Critical Ratio	Sig.
X_1	Indirect/direct ratio		- 3.13	.01
X_2	Rebellion		2.60	.01
X_3	Content		.79	NS

Variable	df 51	Critical Ratio	Sig.
X_4 Drill		7.09	.01
X_5 Sustained acceptance		- 2.04	.05
X_6 Praise		21.50	.01
X_7 Restrictive feedback		3.91	.01

The null hypothesis is not accepted for nearly all variables. There is little doubt that teacher behavior and teacher-pupil interactions with the migrant children differed markedly from the classroom behavior of teachers in the Coats' and Smidchens' studies. It will be noted that teachers in Coats' and Smidchens' studies were more indirect and accepting, and used significantly less restrictive feedback. Project teachers scored very high in the praise category.

d. Hypothesis

There is no difference in teacher-pupil interaction or teacher behavior due to the effects of teaching in a migrant program school as opposed to all Negro, inner-city schools.

Table 6

Critical Ratios Comparing Interactions of Project Teachers to Interactions of Lincoln Teachers

Variable	df 35	Critical Ratio	Sig.
X_1 Indirect/direct ratio		.44	NS
X_2 Rebellion		- .80	NS
X_3 Content		2.77	.01
X_4 Drill		13.76	.01
X_5 Sustained acceptance		- 7.35	.01
X_6 Praise		.86	NS
X_7 Restrictive feedback		1.96	NS

The null hypothesis is accepted on four variables and not accepted for three: content, drill, sustained acceptance. Migrant program teachers show significantly greater emphasis on content, drill and less sustained acceptance.

e. Hypothesis

There is no difference in teacher-pupil due to the effects of teaching at Sister Lakes School or Fennville School.

Table 7

Critical Ratios Comparing Interactions of Sister Lakes School Teachers with Interactions of Fennville School Teachers

	Variable	df 23	Critical Ratio	Sig.
X_1	Indirect/direct ratio		- 1.75	NS
X_2	Rebellion		- 3.40	.01
X_3	Content		4.74	.01
X_4	Drill		- 2.19	.05
X_5	Sustained acceptance		- 6.09	.01
X_6	Praise		7.93	.01
X_7	Restrictive feedback		2.09	.05

The null hypothesis is rejected for all variables but indirect/direct ratio. Teacher behavior and interactions differed in the two schools.

f. Null hypothesis

There is no difference in interactions or teacher behavior due to effects of teaching at Sister Lakes or Pearl School.

Table 8

Critical Ratios Comparing Interactions of Sister Lakes School Teachers with Interactions of Pearl School Teachers

	Variable	df 19	Critical Ratio	Sig.
X_1	Indirect/direct ratio		1.55	NS
X_2	Rebellion		.40	NS
X_3	Content		.13	NS
X_4	Drill		- .68	NS
X_5	Sustained acceptance		- .60	NS
X_6	Praise		- 5.43	.01
X_7	Restrictive feedback		.87	NS

The null hypothesis is accepted for all but the praise variable. Pearl and Sister Lakes School teachers show much similarity.

g. Null hypothesis

There is no difference in interaction due to effects of teaching at Pearl or Fennville School.

Table 9

Critical Ratios Comparing Interactions of Pearl School Teachers with Interactions of Fennville School Teachers

	Variable	df 20	Critical Ratio	Sig.
X_1	Indirect/direct ratio		.20	NS
X_2	Rebellion		- 3.00	.01
X_3	Content		4.61	.01
X_4	Drill		- 1.51	NS
X_5	Sustained acceptance		- 6.70	.01
X_6	Praise		13.36	.01
X_7	Restrictive feedback		- 3.00	.01

The null hypothesis is not accepted for five of seven variables. Teacher behavior and interactions at Pearl School differed from those at Fennville. This result is consistent with the feelings when Fennville was compared with Sister Lakes.

h. Summary of results

The results of the statistical analyses suggest many significant trends which are difficult to summarize. The many significant critical ratios do indicate that the seven independent variables selected for study are functional and discriminant. Briefly, the findings may be summarized as follows:

1) Table 3 reveals that pre-service teachers exhibited rather consistent behaviorial patterns throughout the first and last portion of the teaching experience. A tendency for pupils to become more rebellious in the latter stages of the program is indicated. While not significant, there was a trend toward more sustained acceptance and less frequent use of drill on the part of pre-service teachers perhaps suggesting an increase in teacher security and diminished authoritarianism toward the end of the program.

2) In Table 4 may be seen the similarity of patterns of influence between inexperienced and experienced project teachers. Only in sustained acceptance and praise may differences be noted. The significantly greater use of sustained acceptance by in-service teachers may

once again reflect their greater security in the classroom and perhaps diminished concern for teacher control. The striking differences in use of praise are also notable with pre-service teachers far exceeding experienced teachers in its use.

3) Tables 5a and 5b highlight the uniqueness of the patterns of influence of migrant project teachers and the striking differences between their behavior patterns and those instructing middle-class majority groups. Inspection of the tables indicates that project teachers deviated significantly from both normative groups in directiveness, in the use of drill as a pedagogical technique, in a lack of sustained acceptance, in the use of praise and finally in restrictive teacher activity.

4) The comparison with the teachers at Lincoln School show project teachers and Lincoln to be quite similar in behavior patterns. Exceptions are found in the "content", "drill" and "sustained acceptance" categories. Once again project teachers show an extra-ordinary emphasis on drill and an absence of sustained acceptance of student ideas.

5) The significant differences in Tables 7, 8 and 9 suggest the potential for inter-school differences among teachers instructing disadvantaged youth. Those tables compare influence patterns among teachers of the three participating schools, Fennville, Sister Lakes and Pearl. Teachers in Fennville School, which was farthest removed, are most unique and tend to more closely approximate majority school teachers in patterns of influence. Fennville teachers showed significantly more frequent acceptance of student ideas, ask fewer questions (content) and praise less frequently. Students at Fennville were more rebellious when compared to other project pupils.

2. Subjective analysis: observations from the tapes and films

Characteristics of the Migrant Child

Observations	Educational Implications
One of the characteristics which is outstanding among this group of children is their intense curiosity about new things. For instance, migrant youngsters are very curious about such ordinary machines as a typewriter or a movie projector. Also, pictures in magazines, books, etc., hold their attention for a long time - much more so, probably, than the so-called typical middle-class youngster. When on a	The obvious educational implications of this characteristic are that migrant children are at least as highly motivated to learn about what is new, to discover new processes, or to increase their vocabulary, as any other child. Teachers should use this characteristic as a means to increasing children's learning. However, we must remember that those things which excite the curiousity of the migrant child are likely to be

Observations	Educational Implications
field trip to the city for example, the extent to which they will go to explore and to discover is impressive to watch.	different from the things which the middle-class child is customarily curious about. This means that teachers must be sensitive to things which attract the migrant child's interest; they must develop their techniques of observation to discover what it is that will take the child into new learning situations.
We noticed a variety of kinds of concentration. At times the attention span is short; at other times the migrant child shows himself capable of intense and enduring concentration	This means that the teacher can be assured that the migrant child can attend to a learning situation. It becomes the problem of the teacher, then, to discover those learning activities which will lead to this concentration.
It was observed that in many cases when the youngsters got off the bus they were coming into the school building with a great deal of enthusiasm. We don't know whether that enthusiasm was typical of the migrant child or whether it was the type of program that the summer school offered. But nevertheless, school can be an enjoyable experience for these youngsters.	Even though migrant children do not typically function well in the typical school program, we know that it is possible to design a school program which will appeal to these youngsters.
It was apparent that migrant children are extremely expressive about their feelings and emotions. They continually showed their affection for teachers, and were responsive to teachers' expressions of affection for them.	The teacher who teaches the migrant child will not be faced with some of those problems which confront the teacher of the gheto youngster. In the migrant child, we find little or no suspicion, resentment, or hostility. He is open to a trusting relationship with his teacher. While teachers must be sensitive to the appropriate times for such responses, they have the advantage of being able to develop relationships with children which encourage rather than discourage learning.
Migrant children are hams. They like to dramatize, they like to express feelings. They like to get up on the stage and "show-off." They dance and sing with considerable ease and freedom.	Creative arts, dramatics, music are a very valuable part of the curriculum for migrant children. Because they enjoy this kind of activity, it allows them an opportunity for success, even when

Observations	Educational Implications
	other areas of the curriculum may cause some discouragement. The effective teacher plans, then, in all areas of the curriculum to use creative expression.
Migrant children are very familiar with the out-of-doors and much at ease in it.	Units of learning should be planned so that some type of outdoor activity is included. Outdoor experiences make a good beginning for units in science, English, literature or mathematics.
It was observed that the ability to speak Spanish or be of Spanish background was not particularly important as far as reaching these youngsters in an educational setting. The youngsters responded equally well to all kinds of teachers as long as the teachers were effective and sensitive.	It makes little difference about the ethnic background of the person selected to work in such a program. What is really important is how well the person relates to youngsters and how well he has integrated teaching skills.
It is evident from the way the children thrust themselves out of the school bus windows and from the competent way in which they deal with school playground equipment, that they have considerable physical courage.	Teachers need not be too alarmed about the ways in which these youngsters enjoy physical activities. This characteristic means that migrant children are ready to learn and to refine many physical and game skills. This becomes another important part of the curriculum in which children can have experiences of success.
Migrant children are obedient and they respect teachers but are physically active.	Teachers should be well planned with a variety of activities (hopefully some of them physical) but not plan any lesson for too long a time period. The teachers must be willing to be physically active when working with these youngsters.
From the films we were able to see many evidences of the reflection of teacher attitudes in the expression of the child. When the teacher sits at his desk seriously and rather coldly, outlining some directions, the child is seen standing back from him, seriously and rather coldly, removing herself from him as she listens.	Teachers must develop sensitivity to the signals they are sending to the child. In part, an excellent clue to these signals is the way in which the child is reacting to the teacher.

Observations	Educational Implications
On the other hand, when a teacher is seen warmly smiling or putting her arm around a child, the child's responsive grin is immediately apparent.	
Discipline with these children should always be at an adult level. For example, if a youngster is disturbing the class by standing up or wandering around, a statement like, "Will you please sit down?" "Thank you," is much more effective than an abrupt, disturbing command.	Teachers should learn to get youngsters to do what they ask in kind of an offhanded manner; that is, a manner which does not call undue attention to that act which does not embarrass the child. It was quite obvious that when children were acting up, they were doing this for the purpose of getting attention.
Students react much more affirmatively when they are called or addressed by name.	It is important that the teacher know from almost the very first day the names of each of the youngsters and furthermore, to be able to pronounce those names correctly.
We noticed that at times in an attempt to get and hold the attention of children, teachers resorted to the use of humor or became entertainers. Many times, the attention they sought was still not forthcoming and the educational situation degenerated into a laughing session or into chaos.	While laughter has an important place in the classroom, it should occur spontaneously and appropriately. When the teacher becomes an entertainer, he still frequently fails to gain all children's attention before he begins. Entertainment appears to indicate either lack of planning or poor planning. What is important is that the learning situation contain those elements which will attract the interest of children.
Migrant youngsters just don't respond to teachers who are authoritative or extremely directive.	Teachers must gain their ends by calmness, showing respect for the children, good planning, and reasonable child participation in that planning.
It was apparent from the films and tapes that the most effective teaching took place when parents were involved in learning activities also. Parents were involved in a number of ways--through teacher visitations, through work sent home with the child, and through activities at	Working with parents was not successful unless the activity was well planned. Migrant parents are rather shy, particularly when the teacher visits them or when the parent is involved in an activity at school. Therefore, anyone planning parent activities must be cognizant of the kinds of

Observations	Educational Implications
school. The activities that were held at the school were very well attended by the parents of migrant youngsters.	things in which parents can become involved and, therefore, become more at ease with the teacher.

Classroom Structure and the Learning Situation

Observations	Educational Implications
In a lesson where children are learning to tell time, the children have been asked to draw the hands of the clock at 9:30. Now we hear many children's voices, but all of them are talking about 9:30.	This suggests that the quiet mumble may be educative, or if it is disturbing, that is more disturbing to the teacher than to students. All are allowed to participate, and the instruction which the teacher gave them at the outset is being reinforced.
Work that children were doing while at their seats was much more effective when the teacher circulated around the classroom giving aid and stopping to praise those children whose activities were noteworthy.	Teachers cannot sit passively at their desks for any great period of time while students are doing work at their chairs or tables. The teacher, in order to increase the effectiveness of this kind of activity, must circulate in the classroom working with youngsters individually.
We listened to a lesson about contractions. The teacher frequently challenged the children by saying such things as: "Now this is pretty hard." Or, "This is going to be tricky." Individual children had repeated opportunity for participation and for success. Praise was used frequently by the teacher. We noted that the activity, while still centered upon contractions, changed its nature as the teacher sensed the children's need for change.	Teachers in training may have the impression that the object of education is to make things "easy" for children. We forget that those things which are easy are done by people who can only do easy things. The child who is learning gains much more reward when he finds himself successful at things which are a little bit hard or a little bit tricky. The object of the teacher, then, becomes finding the level of the educational activity which will be easy enough for the child to perform successfully, but hard enough to provide an interesting challenge. The teacher who is aware of beginning restlessness in the group finds ways to vary the activity so that the child's need for variety is met. Praise can be used as a reward and reinforces the child's satisfaction with his own performance.

Observations	Educational Implications
In another teaching situation, we find a difference in teaching styles. Here the names of action words and prepositions are being studied. Children have something to watch, something to say, and something to do. In this lesson, the teacher used a little or no praise. Still, children continue to participate without interruption. The pace of this lesson is rather rapid, and there is steady movement throughout the lesson so that no child is disruptive.	Many individual teaching styles are possible and successful. It is not so important that teachers use praise, as that they plan for continual rewards for children throughout the lesson. Rewards may come through praise or through the nature of the activity. In two lessons we have contrasted, there are elements in common, however. Each teacher asked questions of individual students, and each provided for active participation. Each teacher was sensitive to the needs of the child for change, for movement, for variety, and for challenge.
It was noticed in a few instances that the teacher would begin a lesson before the children really knew what the goals of the lesson were. The learning situation then progressed to a state of chaos simply because the children did not know in which direction they were to go.	The teacher must take the time to explain to the children before starting a lesson just what the goals are to be. This enables a child to know what to expect and what to look for in the learning situation.
It was apparent in some instances that the teacher would ask a question, but before the youngster had a chance to give an answer, the teacher herself would give the answer. After a few of these instances, the youngsters would cease altogether to pay attention to even what the question was.	Teachers must learn to wait for the response that they desire. Migrant youngsters obviously are not as sophisticated as the teacher (or even as sophisticated as middle-class youngsters of similar age and developmental levels) in "reasoning out" answers. Therefore, they will be slower to respond.
While watching the films, we observed many instances of children standing in line, with little or nothing to do but wait. Although it may be a function of the sampling of the incidents which were photographed, it appears that much time is wasted in transition between one activity and another.	Very careful planning is needed of all such transitions. Teachers should know what they are going to do and for what purpose. If it becomes necessary for children to wait, teachers should become aware that this too, can be a learning time, and have ready at their fingertips the kinds of learning situations which can take place even when children are standing in line. This relieves the teacher of the need to "control" children to produce quiet and order,

Observations	Educational Implications
	since their attention can be focused on something of interest which adds to their learning.
The contrast between two learning situations which we observed in the film indicate the importance of teacher-planning in children's organized activity. One teacher very casually instructs each child, one at a time, about what he expects them to do. The other teacher stands at the center of the group with a focus of attention, and instructs them all at once. In the first situation, only one or two children are participating. Others are lost, staring out the window, watching the cameraman, or fiddling with their papers. In the second situation, children begin very quickly to participate.	Teachers must plan in specific, as well as in general ways. How new learning is to be introduced is of considerable importance. Efficiency in focusing on new learning and moving to student participation in the learning situation is highly desirable. This efficiency depends upon the teacher's ability to plan some parts of the lesson in great detail.
The films revealed a lack of rapport between Negro, white, and Mexican-American migrant children.	Teachers should be aware of various types of activities, of seating arrangements, and of other techniques in which youngsters can work and experience things together. The alleviation of prejudice among these people should be a matter of first priority in the school setting.
In one lesson, children were enthusiastically participating in naming picture cards and the sounds which letters represented. As the lesson progressed, we could hear children becoming more restless. We could hear more distractions, more rustling and more conversation which was not about the lesson. Here the instructor told the children: "We have just four more cards." In a few seconds, much of his time is spent saying, "Sit down, sit down."	Teachers must sense when "the time is up" because children are tired or need a change. If the lesson is one that can be continued with variations, teachers should have such variations planned so that they can switch activity as soon as they sense the children's restlessness. At other times, it may be better to abandon the remainder of the lesson until another time.
A teacher is discussing a subject and throws out questions indiscriminantly, without asking any particular child to answer. The result is that the answers come	Questions should be accompanied by the name of a particular child. This eliminates confusion, saves time, and insures that all children have a chance to participate.

Observations	Educational Implications
all at once from many children with great confusion and it is impossible to hear what any individual child has said.	It also enables the teacher to better evaluate the individual progress of each child.
When children were placed in a classroom by virtue of being members of the same family rather than by developmental level, a lack of interest was evident and discipline problems arose. Even though some parents, particularly those of Mexican-American heritage, prefer that the younger children remain with the older children. Such action is not generally condusive to an effective classroom.	Teachers should strive to group their children according to developmental levels. This should be done even when it might necessitate talking to the older children or even going out to the camps to talk with the parents. Parents do like to meet the teachers of their youngsters. Remember that the Mexican-American families are patriarchal in nature and, therefore, the male head of the household should always be approached first.
In contrast to the teachers who ask many questions, we heard teachers who tended to tell all the time. The result was that the pace of the lesson was slower. When the teacher is telling throughout most of the lesson, she is often busy thinking or searching for a word. This gives children plenty of time to think of something else.	Rather than searching for answers herself, the teacher can let children find the answers and thereby keep their attention centered on the lesson through their own participation.

Curriculum

Observations	Educational Implications
In watching one migrant girl scrub her teeth, it was obvious that migrants are generally unfamiliar with health necessities. Unsanitary eating habits were observed too.	The curriculum should, whenever possible, include health as a part of the educational program. For example, all youngsters should be familiar with how to brush their teeth. Also, it is certainly appropriate that breakfast and lunch times be used to show the youngsters how to eat as well as how to select the kinds of food that are the most nourishing, etc. Teachers should be aware of other situations in which appropriate health habits can be developed.
In planning the curriculum, it often happens that teachers fail to take into consideration the opportunities for learning inherent in any situation. For	Teachers in training and in-service teachers need experience in considering all the educational opportunities which exist in a particular activity. Sensitivity

Observations	Educational Implications
example, when children have visited a beauty shop and are going to be shampooed and have their hair dressed, the teacher tells them about the different sized rollers she will use, instead of asking them to compare sizes. She picks up the hood of a hair dryer and says, "This goes on your head," instead of "Where does this go?" A new word, "HOOD" is introduced, but not emphasized. Arithmetic concepts and vocabulary acquisition have been reflected because the teacher was unaware of opportunities. Another example is found when children are making bread. The teacher hands the child a cup when she might better ask the child, "Can you find me the cup?"	to these opportunities should become a habit so that even from the chance remark of a child, or from an unexpected event, the teacher will be able to develop a learning situation by "thinking on her feet."
One teacher was working with youngsters on word inflection and emphasis. He was repeating the way youngsters were saying the words and thereby, trying to show by examples how the youngsters sounded.	Wouldn't it have been much more exciting for the youngsters to have heard themselves on a tape recorder rather than have the teacher "parrot back" what they said?
An art lesson to which we listened showed the opportunities for critical thinking which are at hand in many kinds of learning situations. Throughout the procedure of the explanation, the teacher asked such questions as, "What will happen if I paint black all over the crayon?" "Will the crayon go away?" "Why didn't the water paint stick to the crayon?"	Teachers can develop skill in challenging children to think through scientifically and creatively. Children learn the problem-solving process when teachers emphasize the problems.
It was observed that a high proportion of the time a youngster spent in the summer program was taken up in field trip type activities.	Teachers must very carefully plan field trips so that the learning that results is integrated into the general goals of the classroom. Furthermore, a great deal of planning must take place before the field trip is undertaken so that the youngsters look for the kinds of things that are important. After the trip is completed, time should be set aside

	Educational Implications
	for the children to reflect on the things they saw; perhaps write experience stories on them, and increase their vocabulary in terms of what they observed.
We observed many instances in which vocabulary building was emphasized. Smells were named, names of instruments were learned, art materials and pictures were discussed. In one instance, when children are naming pictures in their new language, even a fire siren does not distract their attention.	Emphasis on vocabulary building can occur almost anywhere and appears to be a challenging and interesting activity to these children who are learning a new language.
A teacher is practicing songs with the children in anticipation of a parent night at which children will sing for the guests. She says, "When your mother comes, she wants to see your mouth moving." Under such moral pressure, migrant children are still motivated and still try hard.	Value systems are taught in every context within the school. This teacher was using the opinion of others and the approval of mother as motivation, rather than using the reward for skills improved or challenges met. She was encouraging children to rely upon outer, rather than inner rewards. Teachers need to analyze carefully the values which they inadvertantly teach.

Summary: Subjective Analysis

During the State of Michigan's Migrant Education project for the summer of 1967, attempts were made to produce an objective record of teacher-pupil interaction. Films and tape recordings were part of the record of the classrooms. Later, two members of the staff of Western Michigan University viewed the films and listened to the tapes in an attempt to:

(1) Analyze teacher-pupil interactions and their implications for teaching.
(2) Discover generalizations concerning migrant children and their education.
(3) Consider the feasibility of using such tapes or films in teacher training.

The comments and their implications stated above were derived from studying the films and tapes.

In general, this record reveals that migrant children differ from the typical stereotype of the disadvantaged child. They come to school eager and full of enthusiasm. They come from a strong patriarchal family whose interest in education is very high. They respect the teacher's authority and are seldom discipline problems. Their disadvantage stems from poverty and a nomadic existence which cuts them off from the mainstream of our society.

Language is the main difficulty of these youngsters, hence, the language arts curriculum is extremely important for them. Such a curriculum should take advantage of these children's natural curiosity and activity, and should be related to the active experience in a broader and richer environment which these youngsters need. Moreover, teachers must be cognizant of the role played by the self in the development of learning situations. Whenever possible, the total family should be involved in the process of education, since their culture includes strong family ties.

Teachers who work successfully with migrant children require sensitivity to their differences, experience with families in the migrant camps, and knowledge of reading, language arts and other creative arts which lead to experiences of success. Teachers with a constantly changing school population need to be flexible, creative and skilled at quick diagnosis.

D. Discussion

It must first be acknowledged that conclusions and generalizations based on present data are subject to limitations and sources of error inherent in the study. These limitations include the restricted population sampled and error in the acquisition of observational data. Therefore, any conclusions must be tentatively drawn.

The discussion will focus on two problem areas: 1) evaluation of the training program and 2) analysis of results in an effort to characterize the teaching of migrant children.

1. Evaluation of the training program

a. The indirective-directive criterion

As a result of his research on patterns of teacher influence, Flanders was able to identify and articulate the concept of the indirective and, at the opposite pole, the directive mode of teacher influence. Both concepts refer to the teachers efforts to increase or decrease the freedom of action of the pupil. Directive acts attempt to induce a compliance in students as opposed to acts encouraging creative and voluntary student participation.

In describing his ten categories for interaction analysis (Table 2), Flanders explained:

> "Indirect influence encourages participation by the student and increases his freedom of action. To ask a question (category 4) is an invitation to participate and express ideas, opinions, or facts. It is true that a question can be so phrased as to leave very little freedom of action, but at least the

> student can refuse to answer, a reaction which reflects more freedom than does passive listening. The more general a teacher's question, the greater the opportunity for the student to assert his own ideas." (7, p. 19)
>
> "Direct influence increases the active control of the teacher and often stimulates compliance. The lecture (category 5) focuses the attention of the students on ideas chosen by the teacher. To give directions or commands (category 6) is to direct the activities of the class with the intent of obtaining compliance. Category 7 refers to criticizing student behavior or justifying the teacher's use of authority. These actions concentrate authority in the hands of the teacher. Direct influence tends to increase teacher participation and to establish restraints on student behavior. The ensuing restriction of freedom may occur in the form of compliance to the teacher or of adjustment to the requirements of problem-solving activities. The net effect is less freedom of action for the students." (7, p. 21)

As a result of his attempts to relate patterns of teacher influence to the outcome variables of student achievement and attitudes, Flanders generally concluded that 1) students with indirect flexible teachers learn more than students with direct inflexible teachers, 2) dependent-prone students have better achievement under indirect teacher influence than under direct teacher influence and 3) favorable student attitudes are associated with indirect teacher influence. Although Coats (3) analysis tends to discount the role of indirect teacher influence on student achievement, the indirect-direct scale remains a useful criterion for evaluating the outcomes of training programs, viz. successful teacher training programs may be expected to produce flexible teachers who exhibit an above average degree of indirect influence. This expectancy seems especially appropriate for projects designed to prepare teachers for special groups such as the disadvantaged.

b. Patterns of influence of project teachers

What then did the statistical analyses reveal with respect to the indirection or direction of the influence of project teachers? Unmistakably the evidence presented by Tables 5a and 5b suggests that project teachers were significantly more directive in their patterns of influence than two normative groups. This result can be seen not only in the indirective-directive ratios, but also in the significantly greater use of drill and restrictive feedback. If, indeed, the suggested criterion is imposed, the training program must be judged to have failed to elicit desired teacher behaviors. Furthermore, to the extent the data are valid, the patterns of influence of project teachers appear to be constraining and restrictive, content oriented, unaccepting of student ideas and teacher-centered.

c. Explaining the findings

Speculation with respect to the precipitating factors underlying these discouraging results is in order. While it cannot be denied, project teachers evidenced a dearth of indirection, can this finding be attributed to the training program?

The program itself strongly emphasized the development of sensitivity and sympathetic attitudes toward disadvantaged children. Bergeson and Cain's report, which focuses upon teacher sensitivity, empathy and concern for student self-concept, is typical of the type of orientation students received during training and field work. Furthermore, Mazer's (12) research suggests training was effective in shaping positive attitudes toward the disadvantaged in project teachers, and that the high proportion of teacher time devoted to directive patterns of influence cannot be attributed to attitudinal factors or a lack of dedication on the part of participating teachers.

Prompted by this contradictory evidence, a further content analysis of the interaction matrices was conducted in an effort to understand and explain the surprising results. The additional analyses focused on the data in the "sustained acceptance of student ideas" category. Table 5b suggested that despite their exceptional training, project teachers failed to support student responses. These results seemed most incompatible with prior findings.

The element of opportunity was considered. If migrant children were not initiating ideas, teachers would, of course, have little opportunity to support them and thus would appear to be non-supportive. The latter assumption proved to be correct. It was found that migrant children produced as much total talk as middle-class children; but this was predominantly teacher-directed talk. Thus, the dearth of sustained acceptance on the part of project teachers which is reported in the study could be accounted for simply by the absence of student-initiated talk. In short, program students were giving teachers few ideas to which they might respond.

Most important, it was determined that when teacher response to all student talk was considered, i.e. both student and teacher initiated, project teachers were as supportive of students as any other teachers sampled. This teacher support seemed usually offered in the form of praise. The praise response, however, was frequently followed not by pupil talk, but by another teacher question. The typical sequence of classroom interaction for program teachers and pupils appeared to be: teacher question-pupil response-teacher praise-another teacher question.

This image of classroom process is supported by the counselor-observers' report in Appendix B and data appearing in a number of tables (3, 5a and 5b, 6, 7 and 9). These data indicate the emphasis on drill and content by project teachers and support the notion that the pedagogical technique they used involved an extraordinary amount of teacher questioning and consequently a significantly higher proportion of teacher-directed talk. In fact, the drill and content categories distinguishes migrant program interactions from all others including those for teachers in the urban black school.

This finding raises the question of responsibility. Were teachers or were pupils responsible for the high incidence of teacher talk and for diminished production of pupil ideas or was this the result of the interaction of pupil and teacher? At first glance, one might conclude that by virtue of their passivity and diffidence migrant pupils probably exerted more influence than teachers in producing the results obtained. However, data presented in Tables 8 and 10 tend to dispell this notion. These tables show there was significant variance in the drill and content categories among the three schools participating in the program. Since all three schools serviced similar student populations, one is prompted to conclude that the teachers themselves were chiefly responsible for determining interaction patterns, especially those involving teaching methods, and the responsibility for emphasis on teacher-directed methods must be ascribed to the teachers themselves. Furthermore, the teacher-directiveness noted in the study is probably more correctly attributed to unfamiliarity with the specific teaching processes required to meet the indirective, flexibility criterion rather than factors unique to teaching migrant children.

This is not to say that certain characteristics of migrant children do not facilitate and promote teacher directiveness. As suggested by the counselor-observers' report in Appendix B, these children may tend to be cautious and hesitant, initially passive and overly compliant in their eagerness to please the teacher. There is certainly ample opportunity for the teacher to immediately assume full responsibility for directing classroom activities, especially to fill voids caused by pupil diffidence with teacher questions, to provide too many answers and to be overly solicitious. The impatience of inexperienced teachers, their eagerness to be helpful, to "keep things going" and "get something done", which is reflected in the report of Bergeson and Cain and in the counselor evaluations, probably contributed substantially to the statistical results. It must be concluded that considerable sophistication is necessary if teachers are to avoid a directive pattern of influence with migrant pupils and are to encourage pupil self-reliance and independence. The training program apparently did not provide this needed sophistication.

2. Characterizing the educational process with migrant pupils

a. Inter-school variance

Any attempt to generalize from the data for the purposes of characterizing the instruction of migrant children must first acknowledge the limitations suggested in Tables 7 and 9. Inspection of these tables suggests that teacher interactions at Fennville School differed markedly from those at Sister Lakes or Pearl School despite their serving similar population. One must conclude that there is a great deal of inter-school variance in teacher behavior among schools serving migrant youth and generalized description must be considered within the context of this limitation.

The underlying causes for interaction differences between Fennville School and the two other participating schools, Sister Lakes and Pearl, cannot be directly ascertained. Perhaps pertinent is the difference in location of the schools. Sister Lakes and Pearl schools are located only a few miles apart, while Fennville School was some fifty miles north. Thus, staffs at the two former schools interacted much more frequently than did Fennville teachers. To what extent these informal interpersonal associations influenced classroom interactions cannot be determined.

The remarks of the counselor-observers (Appendix B) may also be pertinent. According to their observations, Fennville teachers were "warm and more accepting" than other teachers, and the Fennville program was more definitely structured and implemented by the program administrator. Nevertheless, the mutual influence teacher interchanges may have had on teaching style seemed the most reasonable explanation for these findings.

To summarize, the data obtained for all three migrant schools and Lincoln School depicts teaching the disadvantaged as a rather directive process with the focus of the class on the teacher who directs or leads pupil activity. Especially in the school for migrants, there appeared much drilling, questioning, correcting, giving directions and answering for children, and other constraining behavior. The single contradiction in this finding is the frequent use of praise with students which seems to be used to shape behavior as well as to build self-concepts of children. There appears to be little to indicate sustained acceptance of student ideas or teacher following, probably because idea production is scant. These findings are fairly consistent for the migrant project teachers observed regardless of the location of the school, and grade level, or the nature of the student population, although Fennville teachers show some deviation. The findings may suggest some uniqueness in the process of teaching migrant and other disadvantaged children in that there is greater opportunity for teacher direction and perhaps less opportunity for teacher indirection. Nevertheless, the choice of patterns of influence is the prerogative of the teacher.

b. Effects of the language

Among the factors contributing to potential teacher direction the language factor is readily discernible. Spanish-speaking migrant children are frequently non-English speaking or bi-lingual. Difficulties caused by problems in teacher-pupil communication and the tendency of teachers to correct the spoken English of their pupils or to speak for them when their English falters may have contributed to the results obtained in the present study. Furthermore, there may have been a tendency for teachers to be less interested in what pupils say than how they say it.

Tangentially the discrepancy between professed attitudes and overt behavior is notable. Good intentions do not appear to assure good teaching, and it is likely wanted patterns of teacher behavior must be directly taught to be acquired.

It may be further proposed that teachers respond to the maturity and ability of their pupils. They undoubtedly emphasize cognitive elements and the acquisition of knowledge in their instruction. Thus, a teacher will respond in a directive manner to pupils perceived as needing direction. Acceptance and expansion of student ideas will occur when students offer concepts which the teacher perceives as worthy of development. Lacking English-language development, suffering from limited conceptual and experiential background and being highly compliant, the migrant child is undoubtedly seen by teachers as requiring much information and direction.

c. The question of teacher values

This speculation raises some questions concerning the extent to which teachers are imposing their values and standards on underpriviliged pupils. To what extent do middle-class teachers respect and utilize cultural backgrounds, such as that of migrant children which differs from their own? The lack of teacher indirection and acceptance suggested in the present study might indicate a need for making better use of the pupils own values, experiences and knowledge in instruction. This might tend to assure better pupil participation.

The findings of this study suggests that not only may teachers fail to utilize or develop divergencies in disadvantaged pupils but conversely may stress the convergent process. Teacher directiveness seems to increase in direct relationship to pupil differences. In this connection, even the lavish use of praise which was reported in the study may be viewed not only as a way to building pupil self-concepts and a means to guarantee teacher popularity, but also as a reward, seeking to selectively shape pupil behavior. Thus, one might speculate that rather than exploit the uniqueness and cultural differences of pupils to enrich classroom experience and ultimately the whole of society, many teachers of the disadvantaged are determined to diminish divergencies and create a monolithic middle class.

In the final analysis the quality of an instructional program for disadvantaged children and undoubtedly for all children is dependent on teacher motivation, knowledge, and awareness. Specifically this implies the teacher must want to teach the disadvantaged, have knowledge of subject matter, teaching techniques, and human relations dynamics and, in the broadest sense, maintain an awareness of what is happening in the classroom. The last condition, teacher awareness, seemed most conspicuously absent in the present program.

E. Summary and recommendations

The following comments are based upon the statistical results, the counselor-observers' evaluation and the subjective analysis.

1. It is apparent that migrant children are a distinctive culturally disadvantaged group, readily distinguishable from other types of disadvantaged youth. In this regard the rubric "disadvantaged youth" is very general. The teacher needs to distinguish the class of disadvantaged youth he expects to instruct.

2. The prospective teacher can profitably study the ethos of the children with whom he intends to work. The ethnic background and family structure of migrant children, for example, have a direct bearing on their classroom behavior. The teacher should be enabled to anticipate these behaviors.

3. There appear to be a number of pitfalls associated with teaching migrants or other disadvantaged groups. In the present study, for example, teachers were probably prompted toward excessive directiveness by the deportment and compliance of their pupils.

4. There is need for innovation in teaching and disadvantaged. The present study indicated an over-reliance on traditional pedegogical techniques. Teachers should be encouraged to try out innovative methods and evaluate them.

5. Teachers in the present study appeared to be remiss in their ability to listen effectively and expand student ideas. The elements of a facilitating interpersonal relationshp, so widely publicized in counseling literature, seem to have been ignored or ineffectually taught in the present program.

6. The behaviors implied in such concepts as teacher flexibility, teacher indirection, and divergent process need to be specified, operationalized and taught during training.

7. The study would indicate a need for better classification and labeling of teacher behaviors to facilitate teacher training.

8. Coordination and continuous on-going evaluation of in-service training experiences such as the migrant program is highly desirable.

9. While the development of positive and sympathetic attitudes toward the disadvantaged is desirable, it is insufficient to assure good teaching. In the present study the variance between expressed affect and performance was notable.

10. Teachers need to objectify and verbalize the values and goals they are expressing or implying in their instruction. Furthermore, goals need to be realistic and in harmony with the mores of the ethnic group. It follows that it is desirable to draw teachers from the ethnic group they will teach.

11. The study suggests how teachers may direct and restrict pupil activity in devious and subtle ways. Project teachers were directive in influence patterns despite their apparent superficial permissiveness and generous use of praise with pupils. The need for classifying teachers' behaviors into manageable and substantive categories is evident, as well as for providing teachers with supervisory experiences.

12. Research findings in teacher education need to be better implemented, especially with respect to teaching disadvantaged youth.

13. The study suggests teachers of disadvantaged youth might place greater emphasis upon identifying principles and developing concepts in their instruction.

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Appendix A

SENSITIZATION TRAINING PROGRAM FOR UNIVERSITY PROFESSORS, ELEMENTARY AND SECONDARY TEACHERS TO THE SOCIOLOGICAL, PSYCHOLOGICAL, AND EDUCATIONAL PROBLEMS OF DISADVANTAGED YOUTH

Western Michigan University
School of Education
Kalamazoo, Michigan

Conducted April through August, 1967

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6080 Rudgate Drive
Kalamazoo, Michigan
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RATIONALE

The rapid urbanization of our population accompanied by profound changes in industrial technology has created a large mass of economically and educationally underprivilieged people living in environmental conditions and maintaining value systems significantly different from those of the traditional middle class. This disparity has created both a problem and a challenge for the education profession.

Those knowledgeable in the field of education and acquainted with recent federal legislation for the schools are quite aware of the problems of our so-called disadvantaged youth. The most unfortunate circumstance is not so much that we have disadvantaged children in our schools, but that we have just recently begun to acknowledge their presence with attempts to lift them out of their unique inequalities.

The key to providing meaningful education rests with the teacher. The teacher's success, in turn, rests with his ability to accurately perceive the needs of the child and effectively provide that education which will meet those needs. Typical teacher education programs of the past have not adequately prepared teachers to deal effectively with disadvantaged children.

Colleges and universities have traditionally been engaged in the preparation of teachers for suburbia. As a result teacher education institutions know little concerning the preparation of teachers for economically and culturally handicapped children, whether they are found in the inner city or in the rural areas.

Gertrude Noar, writing in the December, 1964 issue of the Journal of Teacher Education, confirms this when she said, "Young, middle-class white teachers ought not to have to say, as so many now do, 'But I have never met people like this before. I don't understand them'. In addition to being informed, prospective teachers while in college, should have opportunities to meet, to like, and to accept people who are unlike themselves in order that they may come to see human difference as a positive good." The magnitude of the problem can be appreciated when it is realized that an estimated fifty per cent of the schoolage children in large urban centers will be living in inner-city areas by 1970.

As these facts became accepted, representatives of the education faculty of Western Michigan University held discussions to plan an education program for prospective teachers of the culturally different child. They were guided in their planning by the following assumptions:

1. Typical education programs of the past have not adequately prepared teachers to deal effectively with inner-city children and as a result, many teachers seek transfer from inner-city schools upon completion of the probationary period.
2. Typical teacher education programs of the past have not adequately prepared teachers to deal effectively with the multi-ethnic groups found in the migrant "stream". Though teachers may have had migrant children in their classes, these children normally were there only on a temporary basis and added to a full complement of students. Their educational and economic needs have been largely disregarded except for sporadic and very limited programs.
3. Teachers generally do not understand the psychological, philosophical and sociological factors motivating the behavior of the inner-city and migrant societies and the culturally associated learning difficulties of the child from these societies.
4. A larger number of beginning teachers would choose to teach culturally different children and would remain there if they were adequately prepared and oriented for the job.
5. A Master's program for the preparation of elementary and secondary teachers to work with disadvantaged children was needed to meet the demands of our society.

To meet these objectives, Western Michigan University developed a teacher preparation program which was conducted during the spring and summer sessions.

In order to develop a quality program of education for elementary and secondary teachers of disadvantaged children, the program had five major purposes:

1. To re-educate and re-orient a limited number of college professors from several disciplines to participate in further teacher preparation programs for disadvantaged youth.
2. To begin the professional graduate preparation of approximately 60 full-time graduate teachers during the spring and summer sessions with

special emphasis on integrating theory and practice in working with the disadvantaged.

3. To provide in-service education at the graduate level during the summer session for approximately 25 public and private school teachers who are presently teaching in classrooms containing large numbers of disadvantaged children and youth.

4. To train a limited number of counselors to work with migrant children and to utilize their experiences.

   a. To identify guidance procedures which may be effective in aiding the migrant child to feel that he is an integral member of the Anglo Northern Community.

   b. To identify guidance practices which may be helpful to migrant children in deriving maximum benefit from educational and social experiences.

   c. To determine the feasibility of conducting more extensive guidance programs with migrant children.

5. To conduct an evaluation and dissemination of the impact of the program upon the participants, including baseline and follow-up data on:

   a. Attitudinal behavior of the teacher participants.

   b. Development and changes of classroom instructional techniques.

The major effort in this project took place during the spring and summer half-semesters of 1967, although planning, recruitment, selection and administration of the program took place from January to April. The general plan was to use the spring half-semester for background study, re-orientation, development of attitudes, and limited laboratory experiences under close supervision, for both faculty members and inexperienced teachers. The summer half-semester was devoted to full-time laboratory experiences with disadvantaged children and youth in camp, classroom and other educational situations, with seminars to coordinate and evaluate the experiences.

SPECIFICS OF THE PROGRAM

Faculty:

Three faculty members from the School of Education were assigned administrative responsibility for the project.

Nine faculty members from the disciplines of education, sociology, and psychology at Western Michigan University were given scholarships provided by the National NDEA Institute for Advanced Study of Teaching Disadvantaged Youth to study full-time in the spring and summer program.

Part of each faculty member's time was spent in participation with pre-service and in-service students, under the guidance of the project director and assistants. The remainder of the time was devoted by each faculty member to research and study and the development of his own background in procedures for the preparation of teachers of the disadvantaged. He attended the seminar sessions, participated in the laboratory experiences and conducted research in an effort to determine how to effectively prepare teachers to work with disadvantaged.

The following information gives some idea of the experience the faculty members brought with them to the program.

Jess M. Walker: Assistant Professor, School of Education.

Degrees:	BA	University of Utah	1960
	MA	University of Utah	1964
	PhD	Michigan State University	1968 (to be completed in June)

Experience: Professor Walker taught psychology and sociology at Highland High School in Salt Lake City, Utah from 1960 to 1963. He was a counselor and dean of students at Highland High School from 1963 to 1964. He studied in Europe for three years. He was a Mott Intern at Flint, Michigan during 1964 and 1965. He is an Assistant Professor at Western Michigan University and presently Director of Graduate Programs, preparing teachers to work with the disadvantaged.

George Miller: Associate Professor, School of Education

Degrees:	BA	University of Michigan	1951
	MA	Wayne State University	1958
	EdD	Wayne State University	1967

Experience: Dr. Miller taught grades five and six for three years in Detroit. Also he has had three years experience teaching science and mathematics to grades seven and eight. He was an elementary school principal also in Detroit for four years. He has been in the School of Education at Western Michigan University for three years and is also Director of Western's Campus School.

Gerald C. Martin: Associate Professor, School of Education

Degrees:	AB	Western Michigan University	1942
	MA	University of Michigan	1951
	EdD	Michigan State University	1965

Experience: Dr. Martin taught kindergarten through eighth grade at Eau Claire, Michigan from 1934 to 1936. Also kindergarten through eighth grade at Berrien Center from 1936 to 1938. He taught grades five through eight at Baroda and was principal from 1938 to 1941. From 1942 to 1949 Dr. Martin taught at Stephenson, Michigan in the Central High School. He was Principal of this institution from 1949 to 1958. Dr. Martin has been with Western Michigan University, School of Education since 1965. He has had extensive background working with children as he also was Principal at Paw Paw from 1959 to 1962, Assistant Director at Western Michigan University's Campus School from 1962 to 1964. From 1964 to 1965 he was granted a year's leave of absence while he was a Mott Intern.

Gilbert E. Mazer: Assistant Professor, Department of School Services

Degrees:	AB	University of Michigan	1949
	MA	Western Reserve University	1956
	PhD	Arizona State University	1964

Experience: Professor Mazer has had extensive, pertinent experience with elementary schoolage children. He was an elementary classroom teacher for five years in depressed areas, and has been a school and clinical psychologist, a street gang worker, a counselor, and a social worker. At the college level Professor Mazer taught at the College of Idaho, University of North Dakota, and the University of Illinois before coming to Western Michigan University.

Ronald A. Crowell: Assistant Professor, Psycho-Educational Clinic

Degrees:	BA	Michigan State University	1956
	MA	University of Toledo	1963
	Presently working to complete PhD at Michigan State University		

Experience: Professor Crowell was Hospital Administrative Officer with the U.S. Air Force from 1958 to 1961. He was Graduate Research Assistant in Psychology at the University of Toledo from 1961 to 1962. He was an instructor at the University of Toledo from 1961 to 1962. He was an instructor at the University of Toledo in the Psychology Department from 1962 to 1963. Professor Crowell accepted a Fellowship in Measurement at Michigan State University with the Educational Testing Service during 1965. He is presently employed as Assistant Professor at Western Michigan University in the Psycho-Educational Clinic.

Morton O. Wagenfeld: Assistant Professor, Department of Sociology and Anthropology

Degrees:			
	BS	City College of New York	1957
	MA	Brooklyn College	1960
	PhD	Syracuse University	1966

Experience: Professor Wagenfeld has served as lecturer for the Division of Vocational Studies at Brooklyn College, and as a fellow in the Department of Sociology and Anthropology at Brooklyn College. He has served as a teaching assistant in the Department of Sociology at Stanford University and as a lecturer in the School of Social Work at Syracuse University. Professor Wagenfeld has worked as a graduate assistant to Research Associate, Youth Development Center at Syracuse University. While at the Youth Development Center he was engaged in research in the areas of ecology, poverty, urban renewal, and social action. He also has worked as a research associate for the Mental Health Research Unit with the New York State Division of Mental Hygiene. Here his work was concerned with the sociological aspects of schizophrenia.

Carol P. Smith: Assistant Professor, Department of Teacher Education

Degrees:				
	Diploma	Huron High School, Huron, Ohio	1951	(Valedictorian)
	BS	Bowling Green State University	1955	
	MA	Michigan State University	1962	
	Presently completing PhD in Guidance and Personnel at Michigan State University			

Experience: Administrative Assistant, Counseling Center, Bowling Green University, 1955 to 1956. Housemother, men's dormitory, Bowling Green University, 1955 to 1956. Substitute teacher in junior high school, Port Clinton, Ohio in 1957. Instructor, Psychology Department, Hope College, Holland, Michigan, 1957 to 1958. Business teacher and counselor, West Ottawa High School, Holland, Michigan, 1958 to 1960. Housemother, women's cottage, Huron Playhouse, summers, 1959 and 1960. Research Assistant, Department of Communication, Michigan State University, 1963 to 1964. Adult education teacher, Lansing Public Schools, winter and spring terms, 1964. An instructor at Western Michigan University from 1964 to 1966. An instructor, Peace Corps Training Project, Western Michigan University, summer of 1965. Assistant Professor, Teacher Education, Western Michigan University, 1966 to present.

Joseph R. Chapel: Assistant Professor, Psycho-Educational Clinic

Degrees:			
		Muskegon Community College	1960
	BA	Western Michigan University	1962
	MA	Michigan State University	1964
	Presently completing PhD at Michigan State University		

Experience: Professor Chapel taught elementary school in the Kalamazoo Public Schools for two years and then became a graduate assistant in the School of Education at Michigan State University. He is presently serving as Assistant Professor in the Psycho-Educational Clinic at Western Michigan University.

Mary Cain: Assistant Professor, School of Education

Degrees:			
	AB	University of Michigan	1946
	MA	Western Michigan University	1961
	Presently completing PhD at Michigan State University		

Experience: Professor Cain was employed by the Ann Arbor Schools as a teacher and Assistant Supervisor until 1951. She was employed by the Battle Creek Public Schools as a Supervisor and teacher and later a teacher at Hickory Corners Cooperative Nursery. She served as a Graduate Assistant in the School of Education at Western Michigan University. Professor Cain has been employed as an instructor at Michigan State University and is presently serving as an Assistant Professor of Education at Western Michigan University.

Robert D. Hughes: Instructor in Education, Western Michigan University

Degrees:	BA	Western Michigan University	1955
	MA	Western Michigan University	1960
	Presently working toward PhD at Michigan State University		

Experience: Mr. Hughes has taught for the Kalamazoo Public Schools and in 1955 taught at the University of Edinburgh in Scotland. He taught for eight years with the Delton Kellogg School System. He was involved in curriculum study, professional organizations (served as chapter president, district president, regional representative, national delegate, and served on many committees). He won honor for work on the teacher tenure campaign. He was active in student publications, and in all areas of student life. He developed a remedial reading program and instituted the first high school teaching program in the system. In 1962 he did post-graduate study at the University of Michigan in journalism on a grant from Dow-Jones Corporation. He was a member of NDEA Institute in Advanced Composition at Michigan State University in 1964. He worked for two years with Western Michigan University Campus School for research, experimentation and innovation in education. He recently took innovative school publications ideas to Columbia Scholastic Press Association Annual Workshop at Columbia University. During the summer of 1966 he worked as an instructor for the Upward Bound Program at Western Michigan University. He is presently involved in a research project on reading gains with disadvantaged youth.

John B. Bergeson: Assistant Professor, School of Education

Degrees:	BA	Knox College	1957
	MS	Northern Illinois University	1960
	EdD	Northern Illinois University	1966

Experience: Professor Bergeson taught junior high school for three years in Aurora, Illinois and two years in DeKalb, Illinois. He served as a graduate assistant in the School of Education at Northern Illinois University.

Carl T. Childress: Instructor, School of Education

Degrees:	BA	Lincoln Memorial University, Harrogate, Tennessee	1962
	MA	Central Michigan University	1966
	Post Masters work at Central Michigan University		

Experience: Mr. Childress has had experience teaching at the Starr Commonwealth School for Boys in Albion, Michigan. He has also taught at the L'Anse Creuse Public Schools in Mr. Clemens, Michigan. He has worked as an attendant for the youth unit for Macomb County in the detention home for juvenile offenders. He has served a year's internship with the Mott Foundation in Flint, Michigan working with inner-city schools. He is presently serving as an instructor at Western Michigan University.

PRE-SERVICE STUDENTS

Fifty-five elementary, junior high and senior high teachers were selected on the basis of their interest in working with the disadvantaged, application, letters of recommendation, information from placement papers and personal interviews.

Each student selected in the pre-service program was granted a $40.00 per week stipend to cover his cost of living, and in-state tuition ($75.00) was paid for him during the spring and summer sessions. Those completing the program were granted twelve semester hours of graduate credit toward the Master's degree for Teaching the Culturally Deprived.

IN-SERVICE TEACHERS

Twenty-seven teachers were selected on the basis of interest, application, recommendation of supervisors, and personal interviews to participate in the summer program.

Each teacher in the in-service program was hired by Van Buren Intermediate School District to teach migrant children during the summer. They were granted six semester hours of graduate credit toward the Master's degree for Teaching the Culturally Deprived for their seminar and field experience.

RESOURCES AND FACILITIES

During the spring program, there was a specific classroom in Sangren Hall set aside for seminar sessions. This room was used as classroom and library for the project by students and faculty members. Special privileges were allowed, such as smoking by students and faculty alike, and coffee was made each day in an urn kept in the room. This was done in an attempt to make the atmosphere relaxed and open. Another larger room, the Flossie Sangren Room was also used occasionally when guest speakers were present. Each of the six small discussion groups had its own meeting room in Sangren Hall where those involved could go whenever they wished. The students met everyday in a private room at the Student Union for lunch.

In addition to these and other standard University facilities, the program involved the use of Pretty Lake Camp (a Kalamazoo County facility serving about 600 disadvantaged children and youth), Camp Channing (an Allegan County camp operated by the Division Street YMCA of Chicago), the Fort Custer Job Corps Center, the Kalamazoo County Juvenile Home, the Kalamazoo County Juvenile Court, Douglass Community Association, and three schools for migrant children at Sister Lakes, Benton Harbor and Fennville operated by Van Buren County Intermediate School District.

BUDGET

The program was made possible by the cooperation and generosity of several institutions. The American Association of Colleges for Teacher Education, through the National Institute for Advanced Study in Teaching Disadvantaged Youth, provided $32,175.00 for faculty fellowships. State Title I funds for student and faculty stipends and resource people totaled $34,895.00. Local school districts paid approximately $57,900.00 to employ graduates as teachers of migrants; and Pretty Lake Camp contributed $4,000.00 and Camp Channing contributed $750.00 for teachers' services. The University contributed $17,400.00 bringing the program's total funds to $147,120.00.

EVALUATION AND RESEARCH

Pre-Service Period:

Data collected during this period was concerned with changes in attitudes and concepts of pre-service teachers which result from training experiences.

Three instruments were selected for this purpose: The Semantic Differential (SD), the Rokeach Dogmatism Scale (DS) and the Personal Orientation Inventory (POI). All three tests have been widely used and found to be acceptable in terms of the usual criteria for psychometric tests. Furthermore the instruments, while standardized are minimally transparent.

Attitudes in four appropriate categories were measured by the SD: "My Teachers of Disadvantaged Children, Parents of Disadvantaged Children, Myself." The POI yielded scores on twelve scales involving development toward self-actualization and the RDS provides a measure of dogmatism. The interested reader should refer to the following for additional information: Osgood, The Measurement of Meaning (SD); Rokeach, The Open and Closed Mind,(DS); and The Manual for the Personal Orientation Inventory (POI).

Experimental Design:

Pre-post test control group experiments were used for the SD and DS tests. Tests were administered to experimentals and controls in a classroom context during the first and seventh week of training. Controls consisted of twenty graduate students enrolled in an introductory course in Educational Research. No control group was maintained for POI experiment.

Preliminary Results:

Much of the data obtained during this period remains to be analyzed. Thus far tests of significance (Mann-Whitney U's) have been applied to the SD. Significant changes in attitudes toward disadvantaged children were elicited by the training program on the evaluation factor of the SD at the one per cent level. A detailed report of findings is being prepared.

In-Service Period:

The principal thrust of research during the in-service period was an attempt to implement Co-op Project 7-E-184. The general objectives and hypotheses of this project as stated were:

A. General objectives

1. For purposes of analysis and comparison to obtain by means of direct, filmed, and recorded observations, samples of teacher-pupil interactions in twelve elementary school classrooms involved in the educational program for migrant children.

2. To analyze these observations to discern significant differences in interactions according to the training of the teacher, teacher prior experience, relative socio-economic status of pupils and grade levels of the class.

3. To obtain empirical data on which to formulate generalized concepts which characterize teaching migrant children as a unique undertaking.

4. To obtain retrievable recordings of teaching-learning situations useful in preparing teachers of migrant and other disadvantaged children and providing a basis for generating hypotheses and to propose future research.

B. Hypotheses

1. There are no differences in teacher-pupil interactions (dependent variables) due to the effects of the following independent variables:

   a. The training program
   b. Prior teaching experiences
   c. Socio-economic status of pupils
   d. Grade level of class
   e. Interaction effects.

Other Research:

A. The Wide Range Achievement Test and several subtests of the Weschler Intelligence Scale for Children were administered in an effort to measure changes in reading and arithmetic achievement as a result of the summer school experience. Pre and post testing in the three centers was conducted at two and four week intervals. A small control group was maintained at Camp Channing. Although statistical tests have not been applied to the data, some conclusions are evident by inspection.

1. The migrant population tested probably shows the effects of educa-

tional, environmental and experiential impoverishment.

2. Verbally-weighted tests are of questionable value with this population and must be interpreted with caution.

3. Gains in achievement were highly differential. Some students showed substantial gain, others a decline. Tests of significance using mean scores undoubtedly will fail to reveal significant differences.

4. The high within-group variance may be attributed to a number of factors in a speculative fashion. However, a better controlled experiment is indicated.

B. The Semantic Differential was administered once again to all teachers during the last week of the project. Not all these tests have been returned. This data will permit a trend analysis of attitudes for pre-service teachers and comparisons with the in-service groups.

C. Counselor participation: Evaluation of counselor activity was primarily subjective. Two meetings were conducted with the six counselors for this purpose. There was general consensus with regard to the desirability and need for guidance of migrant students. It was further agreed that this guidance should be essentially rational and informational in content.

Data sufficient to fulfill objectives of the study were gathered and analysis of this data will proceed whenever the Project is funded.

SPRING PROGRAM

General Purposes and Description

The spring half-semester consisted of a program designed to introduce students to the social, cultural and educational background of disadvantaged children and youth. To provide this kind of learning, the program was divided into three main areas:

1. Seminar sessions where the students and professors could listen and interact with a variety of resource people and consultants who brought with them a wide range of experiences and viewpoints about the disadvantaged. The full schedule of the speakers and their backgrounds can be found later in this report.

2. Reading in areas related to the disadvantaged.

3. Involvement which consisted of a variety of experiences in which the students chose to participate. They became involved in such activities as observation, participation and teaching in the classroom both on the

elementary and secondary level and at the Job Corps; conferences and visitations with social workers and probation officers, work in the inner-city, work in a juvenile home and work in the juvenile court.

It was our premise that all three of these areas of learning were extremely important and that a student's viewpoints were widened and developed only through the intertwining of the three types of experiences. Ideally, the student spent about one-third of his time in each area.

ORGANIZATION

Small Groups: All students who participated in the spring program were placed in small discussion groups consisting of approximately ten students and one professor. Students who were to work with migrants during the summer half-semester were placed together in groups, and likewise those who were to work with disadvantaged youth in a camp situation were placed together in other groups. Each group had its own meeting room reserved in the same buildings where the seminars met. No other classes were held in these rooms so that the groups might feel free to use the rooms at any time they wished.

These small groups were created for several purposes. They were to be used to discuss the reading both students and professors had done. It was hoped that through these groups the ideas and concepts expressed in the wide variety of books available might be shared and evaluated together. Also, these groups were to be used as sounding boards for the students' reactions to the resource people and consultants who spoke in the seminar sessions. The groups also provided a place for planning sessions concerning the work and activity to be carried on during the summer half-semester, as well as for planning any other projects or trips in which the groups might be interested.

One member of each was sent as a representative to a "Steering Committee" which met once a week to discuss any problems, present new ideas, or to discuss the feelings of the different groups concerning the various aspects of the program. The representative then reported back to his group.

The small groups met formally usually once or twice a week in the morning following the seminar sessions. The groups were also free to meet any other time there was a need. These small groups were especially helpful after listening to some of the more controversial resource people.

Group Therapy Sessions: The students were asked at the beginning of the program if they wished to participate in group therapy sessions (T-groups). The decision was voluntary.

Each group was composed of approximately ten students and guided by a professional counselor. Here, students gained strength to face themselves, their attitudes, their fears, and the many new challenges inherent in working with the poor. Faculty members also formed a sensitivity group where they shared their doubts, fears and hopes, benefited from mutual support and grew in mutual affection and respect.

SEMINAR SCHEDULE

April 25 - Tuesday

1:00	Orientation Meeting	
1:40	Registration - Field House	
2:30 - 4:00	Flossie Sangren Room	
	Social	Introduce Faculty
	Refreshments	Meet Students

April 26 - Wednesday

8:30 - 10:00	Discuss Planned Program	
	Assign small groups	
	Appoint photographer	
	Lecture -"Poverty American Style"-	J. M. Walker, Western Michigan University
10:30 - 12:00	Small Groups	
12:00 - 1:30	Lunch	
1:30 - 3:00	Discuss Reading and Field Work	

April 27 - Thursday

9:00 - 12:00 Lecture - Russel Jones, U.S. Civil Rights Commissioner, District Office, Chicago
12:00 - 1:30 Lunch

April 28 - Friday

"Kalamazoo Poverty Problems and What Is Being Done"
Panel - Mayor Raymond Hightower
City Commissioners Paul Schrier and Otto Yntema

April 30 - Sunday

7:30 - 10:00 Faculty meet for dinner and discussion with Dr. Myrtle Ruel at Holiday Inn, 220 E. Crosstown Parkway

May 1 - Monday

8:30 - 9:30 "The Harvest of Shame" - Film about Migrants
10:00 - 12:00 Lecture - Dr. Myrtle Ruel - School of Social Work - Michigan State University
Topic - "My Experiences Living as a Migrant"
12:00 - 1:30 Lunch - Meet with Central Michigan University Students Working with Disadvantaged

May 2 - Tuesday

9:00 - 12:00 "Services Available and Work Being Done With the Migrants in Michigan"

Miss Juanita Walker
Michigan State Department of Social Services
Lansing, Michigan

Mr. Sidney Shackmeister
Coordinator of Migrant Health Programs
St. Joseph, Michigan

Mr. D. Wayne Root
Michigan Migrant Opportunities Incorporated
Benton Harbor, Michigan

Reverend William Benallack
Michigan Council of Churches
Lansing, Michigan

Discussion

12:00 - 1:00 Lunch
1:00 University Professors (only) meet in room 2204 for planning

May 3 - Wednesday

9:00 - 10:30 "Economics of the Poor - Employment Opportunities"

Mr. Robert Vegan
Manager, Michigan Employment Security Commission
Kalamazoo, Michigan

Mrs. Dorothy Arens
Employment Representative
Michigan Bell Telephone Company
Kalamazoo, Michigan

Mr. Robert Furber
Employment Supervisor
Fisher Body - General Motors Corporation
Kalamazoo, Michigan

Mr. John Scherer
Local Grower
Sister Lakes Area

10:45 - 12:00 Small Group Meetings
12:00 - 1:30 Lunch

May 3 - Wednesday

1:30 - 3:30 "Orientation to the Job Corps"

Mr. Richard Newtson, Director
Academic Program
Fort Custer, Michigan

Panel of Corpsmen

Dr. Gerald Martin - Moderator

May 4 - Thursday

8:30 - 12:00 "How Do Welfare Participants View the Services of Governmental and Social Agencies?"

Moderator - James H. Horn, Director
Douglass Community Association

Panel of Welfare Recipients - Carolyn Wilson, Donna Wogaman, Lessie Terrell, Tap Frye, Dolly Shepherd
12:00 - 1:30 Lunch with the Welfare Recipients

May 5 - Friday

8:30 - 12:00 "Social Services from the Social Workers Viewpoint"

Panel - Mary Cain - Moderator
Enid Smith - Marshall
George Wade - Douglass Community Association
Barbara Harrison - ADC Case Supervisor - Social Services Department

12:00 - 1:30 Lunch
1:30 - 3:30 Small Group Discussion

May 8 - Monday

9:00 - 10:30 "Community Services Available in Kalamazoo"
Mr. Joseph Dunnigan, Director
Community Services Council of Kalamazoo County, Inc.
10:30 - 12:00 Small Group Discussion

12:00 - 1:30 Lunch

May 9 - Tuesday

9:00 - 10:30 Large Group Discussion of Information Presented to Date
10:30 - 12:00 Small Group Discussion
12:00 - 1:30 Lunch - Steering Committee

4:00 - 5:30 Faculty Meeting for all Professors Involved in Project

May 10 - Wednesday

8:30 - 9:40 "Medical Problems of the Poor"
Frederick Margolis, M.D. - Kalamazoo Pediatrician
9:40 - 12:00 "Family Structure Among the Poor"
Dr. Ross Eshelman
Sociology and Anthropology Department
Western Michigan University
12:00 0 1:30 Lunch

May 11 - Thursday

8:30 - 11:00 "Child Rearing Practices Among the Poor"
Mary Cain, School of Education
Western Michigan University &
George Miller, School of Education
Western Michigan University

11:00 - 12:00 "Planned Parenthood and the Poor"
Mrs. Dorothy Bowers - Kalamazoo County Planned Parenthood, Director
Dr. Myron Ross, Sociology Department
Western Michigan University

12:00 - 1:30 Lunch
7:00 - 9:30 University Professors will Meet at the Holiday Inn, 220 E. Crosstown Parkway, with Dr. Rudolph Dreikurs

May 12 - Friday

9:00 - 12:00	"Adlerian Psychology and the Poor" Dr. Rudolph Dreikurs, Psychiatrist Director, Adlerian Institute Chicago, Illinois
12:00 - 1:30	Lunch
1:30 - 3:00	Continuation of meeting with Dr. Dreikurs

May 15 - Monday

9:00 - 11:00	"Value Systems of the Poor" Dr. Donald Bouma, Sociology Department Western Michigan University
11:00 - 12:30	Small Groups
12:30 - 1:30	Lunch
4:00	University Faculty Meeting for all Professors involved in project

May 16 - Tuesday

8:00 - 9:00	"Juvenile Crime and Rehabilitation" Judge Clark M. Olmsted Kalamazoo Juvenile Judge
9:00 - 11:00	"Working With Problem Youth" Mr. Walt Dowdy, Juvenile Court Probation Officer Kalamazoo, Michigan
11:00 - 12:30	Small Groups
12:30 - 1:30	Lunch

May 17 - Wednesday

8:30 - 9:30	"Reading Helps" Ronald Crowell, Psycho-Educational Clinic Western Michigan University
9:30 - 10:30	"Religion and Poverty" Roger Greely Peoples Church Kalamazoo, Michigan
10:30 - 12:00	"Religion and Poverty" Reverend Bernis Warfield Second Baptist Church Kalamazoo, Michigan
12:00 - 1:30	Lunch

May 17, 18, 19, & 20 - Wednesday, Thursday, Friday, & Saturday

Special Field Trips to: Grand Rapids
Chicago
Appalachia (West Virginia)

May 22 - Monday

9:00 - 11:00	"Negro History" Mr. Anderson Thompson High School Principal Chicago, Illinois
11:00 - 12:00	Small Groups
12:00 - 1:30	Lunch
1:30 - 2:45	Films: "The Third Chance" "Negro History"
2:45 - 3:30	"Race Relations" Dr. M. Wagenfeld, Sociology Department Western Michigan University

May 23 - Tuesday

9:00 - 12:00	"Civil Rights" Mr. Anderson Thompson Magnificent Seven Students from Chicago
12:00 - 1:30	Lunch with Magnificent Seven
1:30 - 4:00	Continuation of Morning Program

May 24 - Wednesday

9:00 - 12:00	Report of Experiences: Carol Smith - Trip to Nashville, Tennessee Students - Trip to Appalachia Students - Trip to Chicago Students - Trip to Flint Students - Trip to Grand Rapids Jess Walker - Trip to Texas, New Mexico, California, Oregon
12:00 - 1:30	Lunch
1:30 - 3:00	Community Survey Meeting
7:30 - 10:00	Faculty Meet with Dr. Joe L. Frost, Co-author of *The Disadvantaged Child*, at the Holiday Inn, 220 E. Crosstown Parkway

May 25 - Thursday

9:00 - 12:00	"Migrant Education" Dr. Joe L. Frost, Co-author of *The Disadvantaged Child* University of Texas Austin, Texas
12:00 - 1:30	Lunch
1:30 - 3:30	Continuation of Morning Session
7:30 - 9:30	T-Group - Faculty - Counseling Center

May 26 - Friday

9:00 - 12:00	"Community School Philosophy" - Jess M. Walker "Community School Director" - Carl Childress Film: "To Touch a Child"

12:00 - 1:30	Lunch
1:30 - 3:00	"Lincoln School's Community School Program" Mr. Jack Clark Director, Community School Lincoln School Kalamazoo, Michigan

May 31 - Wednesday

9:00 - 9:30	Discuss Schedule
9:30 - 12:00	Small Groups (Three Migrant Groups will meet in room 2204)
12:00 - 1:30	Lunch
7:00 - 9:30	George Miller, Gerry Martin, Ron Crowell, Mary Cain, John Bergeson, Joseph Chapel, Jess Walker and any other interested faculty member meet with Van Buren County Intermediate School District Personnel, Mrs. Kraeft and Mary Miller to discuss summer migrant program. We will meet at Mary Cain's, 1509 Academy.

June 1 - Thursday

9:00 - 10:30	"The Counseling Point of View in the Classroom and in the School" Dr. Gil Mazer, Counseling Department Western Michigan University
10:30 - 12:00	Small Groups
12:00 - 1:30	Lunch - Steering Committee
7:30 - 9:30	Faculty T-Group -- Counseling Center

June 2 - Friday

9:00 - 10:30	"Upward Bound Project" Mr. Robert Hughes, School of Education Western Michigan University
10:30 - 12:00	Small Groups
12:00 - 1:30	Lunch

June 5 - Monday

9:00 - 12:00	"Art Experiences for Children and Youth" Mr. Louis Rizzolo, Art Department Western Michigan University
12:00 - 1:30	Lunch
3:30	Faculty Meeting - Room 2204
7:00 - 9:30	Meet with a Group of Experienced Teachers of the Disadvantaged Flossie Sangren Room

June 6 - Tuesday

8:30 - 10:30	"Using the Environment to Teach Science" Dr. Beth Schultz, Biology Department Western Michigan University

10:30 - 12:00 "Creativity in the Classroom"
Mrs. Mary Cain, School of Education
Western Michigan University
12:00 - 1:30 Lunch

June 7 - Wednesday

8:30 - 3:30 Outdoor Science Field Trip - Directed by Dr. Beth Schultz
(Buses will leave from the parking lot at the rear of Sangren Hall promptly at 8:30)

June 8 - Thursday

9:00 - 12:00 "The Language of the 'Ghetto'"
Dr. Joseph McMillan
Director, Inner-City Projects
Grand Rapids, Michigan

12:00 - 1:30 Lunch

June 9 - Friday

9:00 - 4:00 "Development of the Self-Concept"
Dr. J. Clayton Lafferty, Psychologist
Detroit, Michigan
7:00 - 10:00 "Working in the Classroom with Disadvantaged Children"
Mr. Ron Petrie
Oregon State University

June 10 - Saturday

9:00 - 4:00 Orientation for all students who will be working with the Migrant Project
Meet Experienced Teachers and Form Teaching Teams

June 12 - Monday

9:00 - 12:00 "Public Schools and the Disadvantaged Child"
Dr. Ernest O. Melby
Michigan State University
12:00 - 1:30 Lunch with Dr. Melby

June 13 - Tuesday

9:00 - 3:30 Final Evaluation of Total Project

June 14 - Wednesday

9:00 - 3:30 Testing and Evaluation

RESOURCE PEOPLE

Mayor Raymond L. Hightower is a Professor of Sociology and Chairman of the Department of Sociology and Anthropology at Kalamazoo College. A position he has held for thirty years. He is also a member of the Kalamazoo City Commission and in the spring of 1967 was serving as Mayor of Kalamazoo.

Commissioner Paul Schrier is a native of Kalamazoo and has served fourteen years as City Commissioner and twelve years as a County Supervisor. He has been a licensed and bonded master plumber for over twenty years and has operated his own business for the last fifteen years.

Dr. Myrtle Reul is an Associate Professor at Michigan State University's School of Social Work, who, when on sabbatical leave, put aside her identity as college professor and lived for a year as a migrant worker in order to gain firsthand information to pass on to her students of social work. With her husband, Dr. Reul traveled by trailer, car, workers' bus or truck, lived among coal miners and their families in Appalachia, negroes in the deep South, migrant farm workers and American Indians. They lived as migrants in whatever housing was available. Ate the same food, traveled the same routes, and lived as far as possible, within the same low-income budget as that of their fellow workers. She has written many articles and several books, one of which, Where Hannibal Led Us, describes her year's experience with the migrant workers.

Mrs. Dorothy Arens is the employment representative for the Michigan Bell Telephone Company. She is a high school graduate who is presently attending Western Michigan University on a part-time basis. Her primary job responsibilities at Michigan Bell Telephone Company are to recruit, interview, test, investigate and evaluate applicants and to place qualified women applicants in all of the departments.

Mr. Robert E. Vogan is the manager of the local Michigan Employment Security

Commission. He manages all phases of the payment of Unemployment Compensation to claimants, and operates a public employment service. This service recruits and refers male and female youth to the Job Corps and the Neighborhood Youth Corps and follows up on these youth when their enrollment is terminated.

Mr. James H. Horn is the Executive Director of the Douglass Community Association in Kalamazoo. Some of the specific goals of the Association's services are to help people get adequate assistance in their efforts to resolve their problems or attain their goals in the areas of employment, housing, family stability, education, health, legal services, and community relations.

Mr. Joseph J. Dunnigan is the Executive Director of the Community Services Council of Kalamazoo County, Inc. Along with his staff, his role is to provide coordination and planning for health, welfare, and recreational services in the county.

Dr. J. Ross Eshleman is currently an Associate Professor of Sociology at Western Michigan University teaching graduate courses in Family Analysis, Social Dynamics of Human Behavior, Social Pathology and Personal Deviation; and undergraduate courses in the Sociology of the Family. He is doing research on the topic, "Consistency of Student Belief Systems and Its Relationship to Emotional Maturity and Mental Health." He serves as a consultant on Governor Romney's Commission on Family Life, the Family Service Center of Kalamazoo, the Kalamazoo Planned Parenthood Association, and for various high schools, churches, and camps.

Dr. Rudolph Dreikurs is a psychiatrist who was born in Vienna and received his M.D. from the University of Vienna in 1923. He came to the United States in 1937 and is now a naturalized citizen. He began his practice of medicine in Vienna, organizing mental hygiene and psychiatric social work. He directed clinics for child guidance, alcoholics and psychopathics, and assisted and was a collaborator with Alfred Adler since 1923. He became a Professor of Psychiatry at Chicago Medical School in 1942. He is Director of the Alfred Adler Institute in Chicago. He was a visiting professor at the University of Rio de Janeiro in 1946, at Northwestern University's School of Education from 1947 to 1951, and at the University of Oregon in 1957. He was a lecturer in education at Indiana University, Gary extension from 1951 to 1954 and at Loyola University from 1959 to the present. He was also a lecturer in psychology at Roosevelt University from 1954 to 1956. He is the Medical Director of the Community Child Guidance Centers of Chicago. Dr. Dreikus is a Fellow of the American Psychiatric Association, and of the American Society for Group Therapy and Psychodrama, as well as a member of the American Society of Adlerian Psychology of which he was President from 1954 to 1956. He belongs to the American Humanist Association and was Vice-President from 1950 to 1956. He also belongs to the Illinois Society for Personality Study and the Sociedade de Psychologia Individual of Rio de Janeiro (Honorary President). His books include _The Challenge of Marriage_, 1946; _The Challenge of Parenthood_, 1947; _Character, Education and Spiritual Values in an Anxious Age_, 1952; _Fundamentals of Adlerian Psychology_, 1950; and _Psychology of the Classroom_, 1957. More recently with Dinkmeyer he has written _Encouraging Children to Learn; The Encouragement Process_; and with Vicki Soltz he has written _Children the Challenge_.

Dr. Donald H. Bouma is a Professor of Sociology at Western Michigan University. He is also Adjunct Professor of Sociology at Michigan State University and a lecturer in sociology at the University of Michigan. His current involvements include: 1. consultant to three communities on poverty programs; 2. consultant to Grand Rapids Board of Education on school desegregation, 3. conducting an extensive research project on attitudes of junior high students toward police and of attitudes of police to inner-city residents, 4. a member of a five-man Michigan Advisory Committee to the United States Civil Rights Commission, and,

5. Chairman, Michigan Committee on Fulbright Scholarships. Also, Dr. Bouma was awarded the 1965 Citation for Teaching and Research by the Michigan Academy of Science, Arts and Letters.

Mr. Walter M. Dowdy, Jr. is presently a probation officer and caseworker for the Kalamazoo County Juvenile Court. He has served in this capacity for the last five years. Prior to coming to the Kalamazoo County Juvenile Court he served for two years as Assistant Superintendent of the Kalamazoo County Juvenile Home. He also was employed by the State of Michigan at Fort Custer State Home where he worked closely with mentally retarded children. In the community he is a Boy Scout Master and his leisure time is spent at Lincoln Community School. These activities and duties entail working with children in basketball, shop classes, and various other recreational activities.

Dr. Joseph L. Frost is presently Assistant Professor of Curriculum and Instruction at the University of Texas. He has published a number of articles and books, including his co-authorship with Glenn Hawkes of The Disadvantaged Child: Issues and Innovations, and his own book Issues and Innovations in the Teaching of Reading. He currently has a UAOE Grant to do research on "A Study to Determine the Effects of an Elementary School Enrichment Program on the School Achievement of Welfare Recipient Children." He is the Director of the Southwest Educational Development Laboratory's Project for Teachers of Disadvantaged Children, and was the co-director for science at the Iowa State University Experimental Teaching Center for the Minnesota Mathematics and Science Teaching Project, 1965 - 1966. He was a guest lecturer at Institutes for Teachers of the Disadvantaged, 1966, and is a consultant for Project Gold Mind: Educational Resources Agency.

Dr. J. Clayton Lafferty is a Certified Consulting Psychologist and practices out of Detroit. He is currently a consultant in psychological services to the Wayne County Board of Education. He is also in private practice in Consulting

Psychology and a faculty member of the University of Michigan. He is author of "A Study of Changes in Self-Concepts of Teachers Following Participation in a Consulting Mental Health Program," "Values That Defeat Learning," "A Creative School Mental Health Program," "Ready or Not," "Leadership and Motivation," "Measurement of Self Concept in Kindergarten Children," and also a film -- a 60 minute group discussion with children about their perceptions about school entitled "Children, What They Are."

Mr. Ronald G. Petrie has been employed by the Oregon State Department of Education as General Elementary Supervisor and Director of Migrant Education. He has worked as Migrant and Disadvantaged Education Analyst in the Office of Economic Opportunity, Washington, D.C. He is presently employed at Oregon College of Education as coordinator of the training program for Teachers of Migrant and Disadvantaged Children. His writings include "Pilot Program for the Education of Migrant Children," "The Education of Migrant Children in Oregon," "Guide to Organization and Administration of Migrant Programs," and "Learning on the Move." He has been instrumental in the development of the following films: "Textbooks for Migrants", a 45 minute film in black and white describing methods and techniques for working with disadvantaged and "Education for Disadvantaged", a one hour, fifty minute video tape in black and white describing also methods and techniques for working with disadvantaged.

Dr. Beth Schultz is presently a Professor at Western Michigan University in General Education Biology and Elementary Science Education. She also has assignments involving conservation education, entomology, and extension teaching and lecturing, She is the author of "Urban Biology - An Ecological Approach," "The Use of Ecology in Teaching Science to Children," "Plant-Animal Communities," "Investigation of Nature is Nature Study," "The Uses of the Outdoor Laboratory," "Educational Environments on School Sites," "Notes on Science Experiences for Young Children," and "Using the Environment to Teach Science."

PROGRAM CURRICULUM

Reading was an important area of learning for the students and professors involved in the program. The students were not required to read any one specific book or group of books. Rather they were guided in their reading by a faculty member. The students were given a selected bibliography to guide them in their reading. They were encouraged to read as much and as widely as possible in order to get a variety of points of view. It was hoped that they would discuss these books with each other both in their small group discussions and outside of class. Occasionally the students were asked to write the names of the books they had read which they felt were most valuable, and a list was compiled and shared with the other students. Each student was supplied a copy of a selected bibliography for their use.

A third and very important part of the program was the "involvement". On the premise that understanding and care for others develop when one becomes involved with those others, active participation with the culturally different became a core of the program. Over a decade ago, Quillen noted: "The teacher unavoidably transmits values, whether by intention or not ... a teacher may be unintentionally so selectively constricted in his value orientation that he interacts effectively only with that narrow range of students who mirror his own values. Experiencing cultural shock, in even a partial degree, seems to reduce this tendency to operate within too narrow a framework of values."*

Certain areas and channels for involvement were set up so that the students could choose which particular kind of experience they would like to have. It was explained that they could choose to work in one area for the first part of the program and then change to a different type of experience later on if they so desired. It was arranged in this fashion recognizing the fact that some students might prefer to get just a sampling of several different kinds of experiences, while others might become involved in one area and prefer to stay there for the entire program. It was also explained that perhaps from their first experience, which was set up for them, they might find areas of their own which interested them and they could then branch off into other activities which would involve them with the "disadvantaged." The students were counseled and guided in their discussions by the faculty. Because the seminar sessions were scheduled for the morning, most of the "involvement" took place in the afternoon and on into the evening.

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*Quillen, James; Spindler, George D.; and Thomas, Lawrence G.; "The Value of Orientation of Teacher Education." American Association of Colleges for Teacher Education, Ninth Yearbook, 1956; p. 13.

Following is a very brief description of the types of involvement available to the students.

Involvement With Single Families

Five women graduate students were assigned to work with single families who had been referred to the Douglass Community Center with housekeeping-management, personal or related problems. The women were to become friends of the family and assist in any way possible to make the home a happy, healthier place for the family to live. Generally the Western Michigan University students visited in the home three or more afternoons each week, talking with the mother or assisting her in housework. On Saturdays and Sundays the students took the children in the family on picnics, to view parades and on trips to local interest points. In this way the Western Michigan University student became not a social worker but a friend who was ready to assist the mother and family in any way. Babysitting for the younger children while the mother went out was a frequent request made upon the student's time. Many of the mothers were on ADC and there was no father in the home so the students attempted to find males with whom the younger children might identify. Other graduate students or boy friends entered the picture here and accompanied the family on the weekend activities.

In evaluating this experience, the students said that even though the summer program would take them miles from their homes, they hoped to maintain contact through the mail and on weekends with their family. They were close friends with the mother and felt as if they would be welcomed into the home at any time.

Involvement with the Planned Parenthood Clinic at Douglass Community Center

Four women graduate students worked for three weeks with a newly formed Planned Parenthood Clinic at Douglass Community Center. Since it was a new clinic, each afternoon the students visited homes -- either in pairs or by themselves to tell the women of the north side about this new service. The students were asked into the homes to discuss the clinic and its services. They found the women quite eager to learn more about it. Many of the women with whom the students talked knew very little about the "pill" or "intrauterine devices." The students worked with a nurse in charge of another Planned Parenthood Clinic located in the downtown area; she gave them the names of some women who needed to be followed up because they had lost contact with the clinic after receiving its services. The students located some of these women. Many of them had stopped coming to the clinic because its hours were during the working day or transportation was unavailable. Some had stopped because they had become pregnant again. The comment that it was difficult to remember to take the pills was often heard. These women seemed glad to hear about the new clinic which was to meet in the evenings, and the students were gratified to see these women come to the next clinic to receive its services.

The students also visited some of the local ministers in an attempt to spread the word through different channels. It was hoped that if the clinic could get the backing of the ministers in the community it would have a much better chance of serving the people effectively. They found most of the clergy willing to help in any way they could.

The students came away from the experience with a much better idea of some of the misconceptions among the lower class concerning birth control.

Involvement at the Police Commission Board Meetings

Five graduate students worked with the Police Commission Board which met nightly at the Douglass Community Center. The Board was composed of members of the police force, a sociology professor and young people of the north side who were described as potential troublemakers or who had been in trouble with the law. The goal of the Board was to establish communication lines with these young people who had little respect for the established institutions of the community and to help keep them from becoming repeaters by providing activities and expressing concern for their welfare. The young people were given free rein to plan constructive social activities, work projects and run their own program.

At the initial meetings the students were eyed with suspicion. The young people said later that they expected the Western Michigan University students to take over and run the program. When the graduate students did not behave in this manner, but offered suggestions and help to the planned project, the young people accepted them as friends. At one of the final evaluation sessions the north side young people requested that a continuing relationship be established with graduate students who are concerned with the disadvantaged.

The Western Michigan University students had many opportunities to work side by side with the young people from different backgrounds, to win their confidence, and to talk about their deepest concerns. They also had an opportunity to meet with men who comprise the power structure of the community and felt the anger and frustration when their new friends' motives and aspirations were deprecated.

Involvement at the Juvenile Court

Two men and three women graduate students worked with agents of the Juvenile

Court of Kalamazoo County. Each afternoon the graduate students accompanied one social worker on his rounds to the Juvenile Home to counsel with teenagers placed there, visited the parents of the juvenile offenders, their teachers and administrators at school, and attended sessions in court. The problems encountered were extreme from a middle-class viewpoint. Incest, theft, promiscuous behavior, incorrigibility, illigetimacy and pregnancy were some typical daily problems. Some of the female students said the situations would not be believed by them if they had read the cases instead of meeting and working with the teenagers and their parents -- the problems were so foreign to their lives.

This involvement experience differed somewhat from others in the program in that close relationships were not established with the young people and their families because one of the goals of the probation officer was to help the juvenile become independent and responsible.

The prospective teachers viewed the juvenile problems from a vantage point different from the teachers and administration they visited. Instead of labeling his behavior and him as "bad", and undesirable from the school's viewpoint, these students could understand some of the causes for the unsocial behavior and tried to help the student cope with home and peer pressures. In evaluating this experience, the students said this gave them a different picture of and empathy for the young person who is in trouble with the law.

The graduate students came away from the experience with increased appreciation for the difficult role which juvenile agents must play and respect for the judges and his assistants who attempt to find solutions to the problems of juvenile asocial behavior.

Community Survey Involvement

Basically, there were two main objectives of the community survey. The primary objective was to get the graduate students out into the community and into the homes to talk to the members of the "disadvantaged" community and hopefully to better understand their problems. The survey was intended to give the students some idea of how the parents react, to observe some of the attitudes they may run into when they become teachers on their own, as well as to see some of the physical conditions of the home and the area in which they might be teaching.

The secondary objective was to obtain information for Mr. Joseph Dunnigan, Director of the Community Services Council, which is a coordinating unit for all the social agencies in Kalamazoo, as well as for Mr. James Horn, Director at Douglass Community Association, and for any other professionals in the community who would be interested in this type of information. The interviewers sampled three census tracks, visiting every third house or apartment in their alloted block. The final number of interviews taken was 157.

To learn the reactions of some of the students who conducted the interviews, let us look at several comments made by some of the students who participated. One student said, "The interviewing is probably the most valuable experience of the several phases involved in the project. Actually getting out there and meeting the people was a great experience. At the beginning we expected to meet quite a little hostility, but as it turned out I have talked to very few students who met actual hostility. In general the people were friendly and cooperative. It was a good experience because we had a different idea of what the people would be like. In fact, some students had difficulty getting out of the homes. I think this indicates a lot of cooperation."

Another said, "As far as justification for another program, I think a survey should definitely be included because you get exposure in various homes and situations and although you were there because of an interview sheet, it was a reason for being there. Other conversation can evolve from it. Even from the simple responses to the questions,you get a lot more out of it than the answer you write down."

Involvement in the Migrant Camps

Several of the graduate students decided that they wanted to go out into the migrant camps in order to learn more about the people with whom they would be working in the summer. They were able to go into the camps and talk with some of the families. They also visited several migrant schools and talked with growers, ministers, social agencies and many others involved in the migrant problems.

The students had varied reactions to the involvement. One person said, "The most significant part about it was just realizing that there were migrants around." Along the same lines another said, "The thing that bothered me was the idea the migrants were isolated. How many people are aware of them? When I started the program I really wasn't aware. I knew I wanted to work with migrant workers but I didn't realize how close they were to Kalamazoo. I knew they picked cherries somewhere over by Lake Michigan, but that's all I knew. Going into the camp was a worthwhile experience. One woman we visited had fourteen children and lived in a 10' by 10' shanty. This gave us some idea of what to expect."

Another student writes, "I think the most significant day that I spent was the time we talked to a family of grandmother, mother, children and grandchildren. The grandmother had fifteen children, twelve or thirteen surviving. Only two of the children had gotten out of the migrant stream. They were southern white, and the spokesman for the family was the grandmother. No one really 'opened up' until she came. After her arrival they were very friendly. With her approval they accepted us, and it was interesting to me. I found out that day something we have been told since and we have been told before -- they are just common human beings. Like my next door neighbor. I wasn't kidding that day when I said they reminded me a lot of people I knew in Indiana -- their accents, what they had on the table for dinner, the things they laughed at. It just reminded me of back home."

Involvement in Student Teaching

Several graduate students participated in student teaching experiences in two elementary schools situated in "disadvantaged" areas for three weeks. The students did not have to be elementary education majors, and in fact, a number of secondary education students chose this in order that they might get a little experience in the elementary school.

The students' actual participation varied, of course, according to the classroom in which they were placed, and the teacher with whom they worked. They tried to work with the children in groups or individually as much as possible so they could become better acquainted with the children. Some of the students completely took over the class and taught all subjects, while others taught a few subjects and then worked with the children in groups while the teacher was teaching the rest of the class.

The students agreed that they gained some valuable experience in working with younger children - many of whom had serious problems both inside and outside of school.

Involvement in the Juvenile Home

Several graduate students worked at the Kalamazoo County Juvenile Home every afternoon. Their purpose was to get to know the youngsters who were there, learn a little of their background, and try to understand their attitudes. The students were also interested in learning about the function of the home. How did it help the child to readjust to socially acceptable behavior?

The students found it difficult to find an "in" with the youngsters who were assigned to the juvenile home. They were not willing to open up and talk with the students easily. The two men students tried to achieve contact by shooting pool, playing cards, and basketball with the boys. The women students organized some sewing for the girls, organized several sport activities, and brought in some sex education films to show to the girls. There was no overwhelming success in any of of these areas, but on the other hand, the students did feel they had made some inroads no matter how slight. They were able to gain for themselves a much better insight into the life of a youngster placed in such a home, and also how the home was run.

All of the students came away with a negative picture of the Juvenile Home. As one student put it, "We were, and still are, quite skeptical of the value of the Home. The neglected and dependent children were thrown in with the delinquents and treated in the same harsh manner. We observed a harsh autocracy on the part of the attendants and a gross neglect of the social needs of the inmates. In the afternoon the boys and girls would just sit around. There seemed to be no organized attempt to give them something constructive to do. It was our opinion that the Home was a negative factor in helping the children who lived there to live a socially adjusted life."

These then were the three main areas of concentration in the spring program. There were however, some very important sidelights which developed during the program. One of these was a trip to West Virginia and Kentucky which was taken by three professors and twenty students.

This trip was undertaken to provide the students with firsthand knowledge of the Appalachian Culture and in some cases southern discrimination.

In preparation for the trip students were provided with appropriate reading material and film presentations concerning Appalachian history, customs and rural poverty. To provide better direction to the trip we discussed the large southern migration to the north in search of work, hope and prosperity, only to find a new type of hopelessness without work, or freedom.

Mr. Hugh Perry, Director of the local O.E.O. office at Williamson, West Virginia, had organized a group of very valuable experiences for our students and instructors. A few of those experiences were:

1. Working with local people on civic improvement projects
2. Talking with local politicians
3. Living with VISTA workers
4. Teaching in some of the schools in the area.
5. Making home visitations within the small communities and in the rural mountain areas.

The full day experiences our students had were changed each day. Each student enjoyed the assistance of a local person who helped them get the most out of their trip.

One student's reaction, "Yes, I had read and heard about it, but by golly, it was not like going down there and seeing it for myself firsthand; like talking to the people myself and like trying to help a fifth grader in a one room schoolhouse. I shall never forget them. I hope I do more than just remember. I hope in some way that I will do something about it."

While these students were in the Appalachia area, fourteen students and one professor took a field trip to Chicago. They visited several inner-city schools, observed in a project school, visited families in the projects, talked with several YMCA staff workers who walk the streets trying to avert crises situations between teenage gangs, and attended a community meeting where representatives from many agencies talked about "keeping everyone cool" this summer.

Another group of students went to Grand Rapids and listened to a speech made by Stokely Carmichael. This was a very emotional, eye-opening experience for all of the students, for they found themselves in the midst of a crowd which, as they listened to Stokely, became more and more hostile. The following are comments made by one Negro student after listening to Carmichael. "As I sat there in the church and I listened to some of the comments, I didn't know which way to go at first, I didn't know how to think. I didn't clap for awhile because I was thinking; I didn't stand up when everybody else stood up because I was thinking, and I was trying to evaluate just exactly what was going on in my mind; but I must admit after listening to him and hearing some of the views that he had, I felt I could never express myself, was a tremendous type of feeling. I could feel the hostility in myself toward white people. I think this was characterized even after meeting Carmichael, sitting there listening to Carmichael. A few of the friends or people I had gone with could feel the hostility that I had built up toward them because of the truth that I had heard, and I was mad because I didn't want to accept the truth."

One of the professors was able to visit a predominately Negro University, Tennessee A & I during the program and then shared her experiences with the rest of the group. The following are her comments about the visit.

"The opportunity to visit a predominately Negro University, Tennessee A & I, was one of the highlights of the project for me as it gave me insight into the difficulty of helping the Negro student and teacher feel important, significant and equal with other human beings who call themselves white. When a "black power" advocate gave a "hate whitey" speech in a student teaching seminar (he was the leader of a panel discussion on "Discipline") almost all eyes were on me rather than the speaker until the students were sufficiently convinced that I was not hostile to their ideas and to them as individuals. To become friends with faculty members who told of beginning to work in white homes at the ages of eight and ten so that they might have the opportunity to attend college, to hear of their children's questions about white and colored drinking fountains and facilities, and to see their pride in the young men and women preparing for positions in integrated settings was another benefit which this project brought to me. In addition to visiting the campus and observing in many teacher education classes, I had the opportunity to visit some of the Nashville segregated and integrated schools to observe the student teachers from A & I."

These were some of the experiences which grew out of the spring program and added to its success.

The spring program differed from the usual graduate course in that there were no required readings, no assigned papers to write, and no tests. There were requirements, however, that the students were expected to fulfill.

1. Attend all seminar sessions - large and small groups
2. Keep a daily log of their experiences and their reactions
3. Fill out a weekly report on what they had read and what experiences they had had in their "involvement"
4. To be conscientious in their afternoon participation, i.e. -- to be there when expected and to be involved in their experiences.

Evaluation and Grading of Students

The students received six hours of graduate credit for their work during the spring session.

The faculty met as a group and evaluated each individual student.

THE SUMMER PROGRAM

General Purposes and Description

The summer half-semester was devoted to guided professional laboratory experiences with disadvantaged children or youth either in a camp or in a school situation. The students were directly responsible for instruction, guidance, and discipline of disadvantaged children and youth. In the camp situations the students spent twenty-four hours a day with the children. In the school situations they participated as active faculty members during the hours of instruction and engaged in home visits and community education projects. A coordinating seminar was held at each center to assist the students to formulate into practice the theories developed during the spring session to guide the students in the development of appropriate attitudes and to help them develop the proper techniques for handling the situations in which they found themselves.

Pretty Lake Vacation Camp

Location - The camp is situated on Pretty Lake about twelve miles south and west of Kalamazoo.

Purpose - The purpose of Pretty Lake Vacation Camp is to provide a two week vacation of fun, good food, and healthful living for deserving and needy children without expense to their families.

Background - The history of Pretty Lake dates back to 1916 when a group of fifteen children vacationed at the camp site. By 1923, the quota reached 100 children. (Presently, 575 less privileged children between the ages of nine and twelve attend the camp for a two week period during the eight weeks of operation.)

Camp Facilities - The camp is composed of sixteen buildings on one hundred acres with nearly one-half mile of shoreline. Seven dormitories house the campers and their counselors. Other buildings include recreation building, infirmary, dining hall, shower and commissary building, boat house, lavatories, maintenance shop and garage, and staff residence.

Method of Choosing Campers - Children are referred to a Child Selection Committee by Kalamazoo area teachers, visiting nurses, social agencies, health officials, and church workers. Over one thousand names are screened to 575 who attend.

Cabin Responsibilities - Each cabin houses eighteen campers and two counselors. Cabins are divided into two counselor groups, each generally independent of the other. Camp work is a twenty-four hour a day responsibility.

Program - The major program activities include swimming, row boating and canoeing, camping and cooking out, crafts, archery, nature, ceremonials, playground games, and hiking. Counselors in crafts, water safety, and camp programming direct certain activities in their areas of specialty. With the exception of instructional swim, and some evening programs, scheduled activities for the counselor groups are held to a minimum. This allows time for several activities each day that can be planned by the campers and their leader.

Duration of Camp - A pre-camp orientation began the Friday prior to the opening of the Western Michigan University summer session and continued until Monday when the campers arrive. The program lasts for a total of eight weeks.

Role of the Graduate Students as Counselors

Students lived and counseled with disadvantaged children twenty-four hours per day at Pretty Lake Camp. It would be extremely difficult to find a field experience more suited to giving students a total working knowledge of the disadvantaged.

Western Michigan University supplied Pretty Lake Camp with twenty-one graduate students in the Teaching of the Disadvantaged Child Curriculum to be used as camp counselors. A university instructor was provided to supervise the students' field experience. Within the twenty-one staff members were three specially trained waterfront swimming instructors. A seminar accompanied the camp experience. The students met once a week from 9:30 to 11:30 p.m. and once during rest hour in smaller groups.

The students were required to work twelve days, and were off two. They were responsible for a group of nine children for the full day. A typical counselors daily schedule might be as follows:

7:00	Up - wash up
7:30	Get children up and washed
8:00	Breakfast
9:00	Camp chores
10:00	Swimming
11:00	Camp activity - crafts or boating on alternate days
12:00	Lunch
1:00	Lazy hour
2:00	First afternoon activity*
3:00	Second afternoon activity*
4:00	Third afternoon activity*
5:00	Dinner
6:00	After dinner group activity
8:00	Wash up for bed
9:00	Bedtime
9:30	Lights out

We believe there is no better way to really understand a person than being with him all day. Our students lived, learned, suffered, cried and laughed with the youngsters. It was a very exhausting but extremely rewarding experience for all concerned.

* Students were free to do whatever they wished with the children.

Role of Graduate Students at Camp Channing

Western Michigan University helped to provide the staff for Camp Channing, which is owned and operated by the Division Street YMCA of Chicago, and located on Scotts Lake at Pullman, Michigan. The children attending the camp were from the near north side of Chicago and the ethnic composition of the camp population as described by the camp director was forty per cent Negro, forty per cent Puerto Rican, ten per cent second generation white American, ten per cent middle class whites. While the camp was operated by the YMCA, there were facilities for approximately 100 children between the ages of eight and fourteen, with three cabins of ten each for girls and seven cabins of ten each for boys. The counseling staff with the exception of the Western Michigan University students, had had little preparation and training in either counseling at a camp or working with children who come from educationally and economically disadvantaged homes.

The counselors were responsible for the ten to twelve campers in their cabins. They were assisted by a high school age assistant counselor who had formerly been a camper. The counselors woke the campers, assisted them in getting ready for the day's activities and in practicing good personal hygiene habits, attempted to build verbal skills in the cabin and at mealtimes, organized programs and activities for their cabin group and the entire camp population and served as mother substitutes to their girls as well as to a number of boys in the other cabins.

Some of the problems encountered by the counselors were: frustration at being unable to convince teenage girls that it is important to stay in school; bedwetting; girls who were afraid of nature and small animals and preferred to sit in the cabin and do "nothing" rather than get dressed and go outdoors and participate in an activity; frustration in attempting to change other counselors' attitudes about the children -- the only way to get a child to understand or to respond to your request is to hit him; and frustration when attempting to modify camp policy to make it more congruent with principles of good mental health.

The counselors had numerous opportunities to observe the effects of early deprivation on language development, saw deep concern for family and younger siblings back in the city, heard the children talk about their reasons for coming to camp, "My cousin said I could have all I wanted to eat."

Camping experiences for the graduate student intending to work with the disadvantaged can be a very valuable opportunity to study the children in an environment where the child is removed from his strong peer pressures and the tension of family living. Because counselors are more likely to work with only ten to twelve children and all of them being of the same sex, there is not as great a diversity as found in the typical city classroom. The graduate student needs to be aware that the child's behavior in camp may be quite different when he returns to the city and enters the structured classroom with his old friends.

MIGRANT SCHOOLS

From June 19 to August 11, 1967, the Van Buren Intermediate School District operated three centers to provide education experiences for migrant children primarily between the ages of five to eleven. These schools were staffed with graduate teachers from the masters program preparing teachers to teach disadvantaged youth at Western Michigan University.

Following is a brief report of the activities at each center.

Fennville Elementary School
Fennville, Michigan

The program at Fennville began on June 19, 1967 with all the teaching personnel involved in recruiting activities. Actual classroom work was started Friday, June 23. Six rooms, though eight were promised, were assigned; four were used as basic classrooms, one was used as an office, and one was used as a spare room for individual and small group work. In addition, the elementary school library was used for small groups and the showing of films and film strips. The counselors were able to secure a room which they used for their office and testing center and because it was equipped with a stove and refrigerator, it was also used for home economics units.

Three buses were used to pick children up at the camps and return them. Had the program had the benefit of the fourth bus that was originally contracted for, there is little doubt that the quota of 120 students could have been filled. Only one bus was available for field trips lasting into the afternoon and this necessitated taking half the children on a field trip one day and the other half the next day.

The Fennville school system supplied the program with one movie projector, one film strip projector, and one tape recorder. All instructional materials were supplied by the teachers or by funds allocated by the Van Buren Intermediate School District for that purpose.

The total staff involved numbered twenty-seven.

The four teaching teams which follow were made up of graduate students from Western Michigan University. However, some of the graduate students were inexperienced teachers who, though certified, had never taught before. These teachers are referred to as pre-service teachers. The other graduate students were teachers with a minimum of two years teaching experience working mainly with deprived youngsters. These teachers are referred to as in-service teachers.

Although we were originally set up to handle 120 students, we were unable, because of poor crops and delayed planting necessitated by a late spring, to attract more than ninety-two students at the maximum. We had about seventy-five students on the average although more than 130 youngsters were involved in the educational program at one time or another. The recruiting efforts were effective in reaching all the families within a twenty-five mile radius of Fennville to explain our program but the scarcity of workers precluded a full enrollment. It was found that families were resorting to using even seven and eight year olds in the fields because of a previous lack of work with a resulting serious need for money. It should be pointed out that at no time did the Fennville recruiters experience difficulties with growers.

The students were assigned to the four teams mostly by family. Therefore, each team had youngsters varying in age from five to sixteen years of age. Generally, each of the teams further divided the youngsters into various ability groups for the activities undertaken. Very little total group teaching activity was noted except when a field trip was involved.

As indicated previously, the first week was devoted to recruiting with the whole staff involved. Thereafter, most of the recruiting was done by four individuals.

Recruiting activities lasted until the final week of the program.

Three buses were used to pick children up in the morning and take them home in the late afternoon. To avoid confusion on the bus, to help those people recruiting to know of new places where migrants have settled, and to talk with parents as their children get on and off the bus, it was decided to have someone involved in the program to ride each bus in the morning and afternoon. The staff willingly volunteered to man these buses. The buses left Fennville in the morning at 6:15 a.m. and completed their route at about 7:50 a.m., ten minutes before breakfast was served. They left Fennville at 4:00 in the afternoon and generally returned by 6:00.

DESCRIPTION OF EDUCATIONAL PROGRAM

The Fennville school did not begin until 8:00 a.m. Formal instruction usually started at 8:30 and proceeded until 12:30 p.m. with a short break for recess and a snack time. At 12:30 p.m. the children were served lunch and then went back to their respective classrooms at 1:00 or 1:15. Formal instruction then resumed until 2:30 when the children were released for the following activities (which the children were allowed to choose each day):

A. Recess to play on swings and other gym equipment.

B. Rest and quiet games.

C. Music

D. Arts and Crafts.

Originally, the Fennville educational program was similar to the programs in the other two centers in that the formal educational program lasted until 3:45 p.m. (with the p.m. activities much more relaxed than the morning activities), the teachers worked on split shifts with in-service people coming at one time and pre-service people coming at other times, and a recess period following lunch. However, it soon became apparent that this arrangement was not working out as well as originally thought for the following main reasons:

1. Teachers were not together enough as a total team to do effective planning.
2. The students were subjected to disjointed activities due to the fact that they were confronted with a different set of teachers on alternate days.

3. Students were subjected to too long a school day when they had to be subjected to classroom-type work from 8:30 a.m. to 3:50 p.m.

4. It was difficult to get teachers together in a total group for seminars, teacher's meetings, etc.

As a substitute for the original organizational plan as outlined above, it was decided that all the teachers should come at 8:00 every morning (except the one person from each team that came at 7:30 to meet the children in the event the bus came earlier than 8:00) and leave at 4:00 p.m. This left the time period from 2:30 p.m. to almost 4:00 p.m. for individual and group planning, staff meetings, and other business. This arrangement worked out much more satisfactory than the original plan.

The curriculum as such was a highly individual matter for each of the educational teams to work out. The only real direction from "above" was the request that activities be directed largely toward language (including reading) and mathematics skills development. The teachers in the program became quite accustomed to the supervisor dropping in and asking why a particular activity was being conducted. Almost always the teachers could show how the activity related to building skills in the two major areas of concern. The teachers at Fennville were also highly aware of the need to change attitudes of children toward school and themselves (self-concept development). Evidences of this concern was very apparent in practically all their activities.

The following section lists actual evidence of some of the successes of the Fennville educational program. The selected incidents below were recorded by the teachers involved and are quoted directly from their anecdotal records.

1. One child has particularly pleased me with his progress. When he came to us the first week he had never been to school before. He claimed no knowledge of English, and found it impossible to sit in a seat. He wandered about the room finding things to play with, completely ignoring teachers.

   We realized that Junior needed short lessons and time for free play and began to work with him in a small group. Even in a small group he would sit for about two minutes and then get up to go and play. The first English we heard from him was, "I want to play." After this it became his theme. One day at snack time we were passing out a second cookie and Junior said very clearly, "I want another cookie." From this time on, he began to speak English. He spoke it fluently, with very good pronunciation.

Junior began to progress rapidly. His attention span noticably increased. He showed an interest in group activities. He began learning with enthusiasm. As the weeks passed, Junior progressed from complete immaturity to a stage of readiness.

He now participates well in a group learning situation. He knows most of his colors, has some number recognition and has greatly improved in his ability to express creativity.

Perhaps even more outstanding than his academic progress has been his change in attitude. He enjoys interaction with other children and is eager to express his ideas. He is now willing to share materials and will try to explain activities to the new children.

I have been very pleased with Junior's progress because I feel it has benefited him a great deal. I feel it also shows how effective a small group and one to one relationship can help develop a child.

2. Attitudes of socialization have changed in most of our children. Children, nearly all of them, who would not try an activity at first, learned that their effort would not be judged as to wrongness or rightness. Even the children who joined us recently are eager to take part in the activities.

   Examples: Esther, Alberto, Audelia, Noelia, and Erasmo would not try any task at first but in a short while were anticipating our activities.

   Also the children want and need limits set for them. Firm but kind discipline used consistently sets the only real structure these kids need.

3. With my small group, we decided to make a clay model of things we had seen on our field trip to Holland. We discussed it and planned it together for quite a long time. Then I made the clay out of salt, flour, and water. I made this type because it will harden and can be painted. Then it was up to them to make a scene in a cookie sheet. They were all excited as they planned to make a channel of water, grass on each side, and then a bridge. I told them I had a few little figures they could put on the scene when it was finished.

   When it was finished they begged to take it to the other rooms and show it off. They also knew it was for their parents to see on Sunday.

   Ricardo Perez was one of these boys. He is a sharp boy about 12 years old, but has lots of cultural barriers. We call him Ricky.

   Friday he came to me and asked for permission to put their names on it and I said, "yes", so he made name cards and used Ricky Perez for his. Just before going home he asked for his name to be changed to Richard Perez. His head was up and his eyes were shining. This boy had known real success and was someone, and this is what art can do for many who haven't known much success before. It gives them assurance that perhaps now they can succeed somewhere else.

4. Probably one of the most noticable changes has taken place in a four year old girl who has been with us since the beginning of school. When she first came she was a very quiet little girl who was always hanging on to the teacher, but never saying anything. The first time she really talked was when we went to the zoo. Gradually as she discovered exciting things she began to talk more and more freely and eventually talked about anything. Presently, it is almost impossible to keep Penny quiet.

   I think part of the reason for this change in Penny is due to the fact that she has been separated from her younger brother. Second, all of the teachers have spent a great deal of time talking to Penny and encouraging her to respond. She has been provided with situations which she can talk about easily. Gradually as Penny has realized that we will listen and are interested, she has opened up.

5. We have an 8 year old girl, Rosa, who has shown a marked improvement, I feel. Rosa has been with us since the beginning of the program, but only sporadically as she babysits when her mother works. She is the oldest child of seven, failed second grade last year. Her sister, age 6 is in our class also. At first Rosa was aggressive towards other children, particularly her sister, and withdrawn with the teachers. She gives the appearance of understanding little English and, in the beginning, rarely spoke English. The other children didn't like her. We discovered several things through a process of trial and error individual work with Rosa.

   She has a speech impediment and is aware of it. This hampers her English and Spanish communication. Therefore, she was reluctant to speak. She does understand and speak English, however, and will do so now. She appears to be capable of doing grade-level work and responds well in a one to one relationship with a teacher. I suspect she didn't produce for her last teacher because of her social problems, rather than because of inability. She was terrified at first in the school situation, distrustful of us. I felt that she *expected* to be punished, dislike, so tried to be antagonistic. I tried "unconditional *affection*" as did the other teachers, as well considerable time with her alone and it worked. Discipline was necessary. I couldn't let her keep hitting other children, but she *knows* now that I like her and she has really come around.

   Another teacher tried giving her some responsibility and that was effective. She learned a story, or practiced it, then read to the younger children. She had practiced one story and read four before we had to stop her for recess. We have all been amazed at the difference in Rosa resulting from much positive reinforcement, affection, and responsibility. Now she talks a great deal, associates with and is accepted by the other children, is proud of her work, and seems to be unafraid. I hate to lose her and hope her next teacher is able to give the time or I fear she may go back.

6. Each of the six children in my group understand the basic theory for using the dictionary, both in finding a work and defining it. They are quite slow, however.

We played a game several times where I asked them a word and the first person who found it got a point. After a set number of words, the person who had the greatest number of points won. They relished this game and it definitely increased their speed and understanding.

7. I asked my group of children to name each object in the classroom. I then asked them to name all the things in their home, and then in a car. I then asked them to define a noun. No one answered. When I told them what a noun was one boy said, "Hey, all these things we've been saying are nouns." We proceeded to enact a similar sequence for verbs, proper nouns, and adjectives.

8. I am working with a group of children who are at about 4th grade level in reading and arithmetic. The children vary from the 3rd grade to the sixth-grade. All of them had a vague knowledge of multiplication and its basic theory. They did not know the multiplication facts.

Rather than start out on the tedious job of memorizing these facts, we went right into the process. The children themselves soon realized their deficiency in this area and wanted to study the table of facts.

With some aid they made their own multiplication chart in duplicate (one to take home - one to remain in school). Now one week later, they do know these facts fairly well.

9. Salvatore is new. We are working on reading. He is making flash cards of words which will eventually become his book, a story made by him and read by him. The picture in his book tells the story. He learns to recognize simple words. He prints these words, carefully, and slowly he reads the words. The next day he puts the words together again and reads them telling me he is really learning to recognize the words.

10. Alberto tries. He really tries. He speaks English with great effort. Recently Alberto made a puppet upon which he placed blue yarn hair, an odd looking fellow, indeed. But not to Alberto. Mr. Turner came in just after Alberto had completed this masterpiece. He knew he didn't have much time and pulling on Mr. Turner's arm said, "Look, (pronounced luke) look.

I looked at Alberto's face. You see its not what he said with his mouth, it was what he said with his eyes. Any teacher would understand the feeling of pride and accomplishment mirrored in the eyes of Alberto.

11. Small Esther does not use English very much. She loves music. Recently I taught the "Mexican Hat Dance" to Esther and others. Also, a favorite song of the children is Bingo, a song about a dog. I looked up recently to see Esther playing the record player. She was busily and happily playing "Bingo" as she carefully

danced the Mexican Hat Dance to this music - quite a "impossible task." Her face was a delight to see. This six year old had taken two experiences and created her own activity. She looked up and saw me watching, smiled confidently, and went on dancing happily. This is learning.

12. Introduction to words that mean the same thing was given on the board. Then each child was given three words and told told to pick a synonym for one of his from the pile of cards I had. At first they had difficulty pronouncing the words as they looked at them. I kept enrouraging them to find a word that means the same. One that could be used "in place of" another. The boys began picking words out that were opposites (eg. hot, cold) until one child indicated that cool, cold would be a pair. It was most pleasing to see them figure it out on their own. Since each child only had a few words to find, they did not get discouraged. After the idea was set, we began building sentences with our words. They could now easily see where their words could be exchanged and still keep the same meaning. Later on the boys began making their own lists of synonyms.

13. We began working with sets, taking two sets of three and counting the total. The child had difficulty understanding that three threes is one more set of threes than two threes. I found it difficult to get him to express his feelings. I'm sure he was frightened of "math as such". Since working with James, I realized he had great practical sence in numbers, so I transferred the amounts to pickle loads which failed. I tried two more fruit packages until I found a medium. The answer came in cokes. "Two cokes at 10¢ each make how many altogether." The principle of multiplying was easier now that he understood what he was doing. He was now most anxious to work out the problems.

14. When Jose first came to us his attention span was just about nil. He was constantly wiggling and causing a racket. He never became part of his reading group because his mind was never with the rest of us. After four weeks, Jose has become part of the group. I have given him extra responsibilities which take up some of his energy. He now is the leader - the one that the others look to when they're not sure of what to do. I think the added responsibility that we gave him aimed him in the right direction.

15. In a group of three non-readers, I have tried to work on vocabulary. We started with the color vocabulary and with shapes. The first day I found out that they knew very few colors or shapes.

    The second day each child made a color chart. This consisted of drawing themselves, using a circle for the head, a rectangle for the neck, etc. As I held up the shape for each part of the body, they responded very well. They know four shapes - circle, triangle, rectangle, and square. Then we went to the colors and started with the eyes, and one child would tell another the color of their eyes, and would have to find that color in their box of crayons. We did the hair, the clothes, shoes, etc. in the same manner. They still get confused. Right now if they were asked the color they may or may not know it. I cannot say for sure, but I will say that they seem to want to know. They speak up more than they did the first day. They may learn some vocabulary and they are speaking more if nothing else.

16. I taught a Health Unit on disease and the spread of germs and the means by which man fights off these germs. I had them show me how they could keep these germs from spreading when they cough. All but a few showed me how they covered their mouths with their hands to keep the germs from going out into the surrounding air. Later the next day, another teacher informed me that the students told her about germs and how they could stop them from being spread.

17. Marina had definite anti-social tendencies when she first came to school. She had never learned how to share with other children because in her family everyone took what they could and fought to hold on to it. Unfortunately, she was also a rather unattractive child and the other students laughed at her and called her "fatty". She quickly assumed the role of class bully and started sneaking dolls, books and toys home after school.

    After I visited Marina's home, I could better understand the child. I started paying her special attention and explained that everyone was allowed to take home books but we wanted them returned so that they could be enjoyed by all. Then I started working with her with the idea of sharing her own things with others.

    As she began relating better to the other children, she was easier to work with in a group situation because she wasn't grabbing other kid's pencils, etc. and she didn't demand my constant attention. (I overheard her offer her sweater to another girl who was cold and for once she wasn't bargaining to get something in return.

    We also worked together on her appearance. She started taking pride in combing her hair and behaved more like a young lady instead of a toughy.

18. I brought a picture in of three children fighting on tricycles. The day before several of the children had been very aggressive in the classroom. I showed the picture to the children and asked them to tell me what they saw. They understood and described what they saw. I then asked the children to tell me about fighting and quarreling.

    The children became very excited, all speaking at once in Spanish and English. Then I told them they could say anything they wished but in English. The conversation which followed was very exciting. The children really tried very hard to speak English to express their thoughts and did. We explored ideas such as, "Is it all right to hit others?, Is it wrong to feel mad and angry?" They came through with such statements as "Marina kicks when she is mad and that isn't nice." This was an experience which would have been worth taping.

19. Alma, one of our ten year old girls, said she didn't want this school to end. She wanted to go here forever because we (the teachers) made it fun for her to learn and there were no report cards. She likes school and she likes to learn.

20. The children who do not speak English were placed in front of a mirrow with a blown balloon, starch, and kleenex tissues. I worked with each child individually. As the child relaxed and became engrossed in his hand work it was possible to encourage oral expression. This was true for all six of the children with whom I tried this. Esther's eyes shone as she responded. I asked, as she looked into the mirror, "Who is that?" Shyly she smiled and looked away from the mirror and then back up. "Who is that" I encouraged and added, "Esther Martinez?" "Yes," she answered. "Esther Martinez, can you tell me who you are?" "I am Esther Martinez," she responded with conviction.

    Alberto would say excitedly as he looked in the mirror, "Luke (look), luke, luke," his only English expression. This child was delightfully pleased with what he was doing. The creative effort combined with use of his hands seemed to free his effort to speak.

    The word concepts pat, soft and sticky were taught. It was a wonderful experience watching the children's faces as they looked in the mirror and watched their own attempts at speech.

It would be an unusual educational program that did not develop some activities that were particularly effective with the type of students involved. The teachers involved in the educational program for migrant children at Fennville have developed a number of activities they found were particularly effective with such children. The selections below are the more effective representatives of their efforts.

Language Development (including reading):

1. Activity: Following vocal directions to draw a map.
   Methods : Use of worksheets and vocal directions.
   Goals : To improve listening skills to follow directions. Practice drawing straight lines, circles and squares.
   Results : Excellent for developing abstract thinking.

2. Activity and Methods: Card game with construction paper and blackboard work.
   Goals : Color dynamics. Sight recognition of words.
   Results : Color and word recognition improved. Students enjoyed competition.

3. Activity: Vowel and consonant sounds.
   Methods : Repeat the letters saying the sounds of the letters and students must think of word with this sound.
   Goals : How to sound out words. Improve reading ability. Improve word recognition and speech.
   Results : Good, especially with sounds such as "sh" and "ch".

4. Activity: Experience story of trip to Kellogg's at Battle Creek and drawing pictures of what was seen.
Methods : Group discussion. Write own story and draw pictures of that story.
Goals : To develop language skills, word recognition, articulation, and awareness of environment.
Results : Much improvement in language and other skills.

5. Activity: To teach English name and recognition of objects.
Methods : Use books to point out objects. Point out expression of hostility in pictures.
Goals : Teach recognition of objects. Teach English name of objects.
Results : Good.

6. Activity: Recall concerning day's events in sequence.
Methods : Get attention by having one particular child recall something he learned or did in early part of day. Children make a game of telling day's events.
Results : Very good if activity is kept short enough to be used every day.

7. Activity: Teaching of reading.
Methods : Used play-dough, children made own flash cards and story characters. Put flash cards together as a puzzle.
Goals : Concrete experience for words being taught. Used in role playing stories from reader. Recognize words appropriate to figures.
Results : Slow process but seems to be a concrete learning experience.

8. Activity: Language Arts; reading, spelling, and phonics.
Methods : Tell stories about pictures. Oral reading. Use of "Lotto" word pictures, flash cards, and tape recorder.
Goals : Vocalization. Improve reading readiness and reinforcement of reading and writing skills.
Results : Very good to find out the reading and writing level of the students.

9. Activity: Teach one boy to write his name.
Methods : Make letters on the chalkboard. Tracing name on lined paper. Starting notebook - first entry is B-O-Y.
Goals : To be able to write his name. Communication skills, letter sound and recognition.
Results : Very little success on paper, but a great deal in communications skills.

10. Activity: Reading comprehension.
Methods : Dictionary, word lists, oral reading with listening comprehension.
Goals : Vocabulary development, synonyms, homonymns, and antonyms understanding.
Results : Good awareness of different words in English and students enjoyed comparing them with same words in Spanish.

11. Activity: Music to teach new words.
Methods : Singing. Words of song placed on chalkboard by students.
Goals : Vocalization.
Results : Very good for students who know very little or no English.

12. Activity: Printing.
Methods : Worksheets and copying.
Goals : Practice in forming letters.
Results : Very good for beginning writers. Students often ask for more of this work.

13. Activity: Use of the telephone.
Method : Use of telephone kit from the Bell Co. One phone placed in hall and the child in hall calls friend in room.
Goals : To introduce and give experience on the telephone, to encourage communication in English, to use complete sentences, to speak clearly.
Results : The students were very enthused and responded well. Very good to communicate with shy children.

14. Activity: Develop auditory discrimination.
Methods : Use of tape recorder for children to tell a story from a picture.
Goals : Increase interest in speaking. Point out use of complete sentences. Hearing what your own voice sounds like.
Results : Very good. Even the shy children spoke on tape.

15. Activity: Role playing to bring about language development.
Methods : Reading story to group. Children must act out story.
Goals : Knowledge of animal characteristics. Develop listening skills. Reading readiness development, language development skills; reading motivation.
Results : Excellent. Tremendous motivation, interest and verbalization.

16. Activity: Reading
Methods : Children checked out paperback books two days before reading session. When they brought the books back they explained the story of their favorite book.
Goals : Language arts. Development of self-image and verbalization. Group interaction.
Results : Led to lively discussion and much story telling by all children in the group, even the shy ones.

17. Activity: Discussion of living things, both plant and animal.
Methods : Group discussion and students write names of different plants and animals on chalkboard.
Goals : Language development, group dynamics, vocabulary development, science skills, word recognition, and listening skills.
Results : Excellent. Much feedback and interaction. Retention also apparent.

Mathematics Skills Development

1. Activity: Working with numbers on a magnetic board.
   Methods : Repeat numbers in a sentence and have students arrange them on the board.
   Goals : Recognition of numbers and language development by use of complete sentences.

2. Activity: Learning how to read and understand long numbers.
   Methods : Use of chalk board to name numbers and the students learned the names of different groups. (Hundreds, thousands, etc.)
   Goals : Learning to become familiar with numbers. Building of self-confidence at academic levels.
   Results : Very good.

3. Activity: Felt board activity of equivalent sets. (1st grade level)
   Methods : Group interaction and discussion.
   Results : Excellent.

4. Activity: Learning to read the clock.
   Methods : Use of clock for visual aid. Students draw their own clocks. Explain difference between minutes and hour hand.
   Goals : To learn to tell time. Build mathematical ability and learn how to count by fives.
   Results : Slow but worthwhile.

5. Activity: Home Economics.
   Methods : Group participation in making fudge.
   Goals : Building of arithmetic skills in quantity measuring, counting, adding and subtracting.
   Results : Very excellent; recommend this activity highly.

6. Activity: Paint ten egg shells blue.
   Methods : Counted out ten egg shells. Teach student to make each number.
   Goals : Count to ten. Concept of 1,2,3, etc. To write 1,2,3, etc.
   Results : Very good method to teach counting to young children.

7. Activity: Measuring for practical usage.
   Methods : Measure line segments with ruler. Work on math worksheet for liquid measure.
   Goals : Teaching inches in relation to feet, quarts in relation to pints, pounds in relation to ounces, and learning other concepts of measurement.
   Results : Very good.

8. Activity: Studying multiplication charts. Each student must then make a multiplication chart.
Methods : Discuss relation between numbers of a group and a number in a single group. Discover that multiplication is just repeated addition.
Goals : Memorization of facts. To observe basic relations between numbers. To motivate the children by doing this themselves.
Results : They now know their facts much better.

9. Activity: Budgeting and good grooming.
Methods : Discuss need for good grooming and price of articles needed. Field trip to store to find good buys. Figure out what to buy with money we had.
Goals : Learn budgeting, value of money as well as good grooming techniques.
Results : Excellent.

Psycho-Motor Skills Development

1. Activity: Making paper bag puppets.
Methods : Use of sample puppet. Patterns of puppet if needed.
Goals : Review animals students had seen on zoo trip to see if students would act out animal sounds. One goal in this role acting was to help students get over their shyness.
Results : Very good for building motor activity and language development.

2. Activity: Painting.
Methods : Discussion of what to paint. (Topic: What do you do on weekends?)
Goals : Color dynamics, muscle and eye coordination, creativity development, eye-shape perception and concepts, development of self-concept.
Results : Good, self-concept development extended positively. Painting skills increasing, but more needed. High motivation.

3. Activity: Covering boxes with wall paper and decorating the same boxes.
Methods : Group demonstration.
Goals : Art skills of gluing and cutting, motor skills (coordination, finger dexterity), color dynamics skills including neatness, orderliness, organization.
Results : Excellent. Children seem to enjoy this activity.

4. Activity: Use of clay to make a model of an animal seen on field trip.
Methods : Children make clay of salt and flour, as the teacher guided the activity but at the same time permitted the student to do the work and to improvise at will.
Goals : A good activity to build self confidence as well as the motor skills, perceptive, etc.
Results : Very good for students five to eight years of age. Students eight to ten years of age became bored.

5. Activity: Rhythm band.
Methods : A teacher should use simple songs. This activity gives the students a chance to use small hand instruments (i.e., triangle) under the direction of the teacher. This also teaches the children the names of different instruments.
Goals : Vocabulary building, teaching different tempos, direction following.
Results : Very effective.

6. Activity: Mexican Hat Dance.
Methods : Besides the record and record player which you must have, you must also demonstrate the dance at least twice for the class.
Goals : To teach the child about his own culture.
Results : This is a very good follow-up activity for the rhythm band and the students seemed to relate the two experiences very well.

Miscellaneous Subject Matter Development

1. Activity: Geography.
Methods : Use of topographical map of U.S. Students made their own outline maps of the U.S. and as a pre-test named as many of the states as they could.
Goals : Explanation of the basic concepts of geography. Spelling and map reading were partial goals.
Results : Good. The lack of understanding of the U.S. was a barrier at first but the students gained much information about their own country.

2. Activity: Health. Brushing teeth.
Methods : Bulletin board of Mexican-American boy and girl brushing teeth. Giant tooth brush, teeth and tooth paste also displayed on bulletin board. Give each child his own toothbrush.
Goals : Learn the proper way to brush teeth. Learn the importance of brushing teeth after meals.
Results : Very good. Each child very proud of his toothbrush and the response has been great.

3. Activity: The study of climate.
Methods : Pictures of the different seasons were used to introduce the lesson. Also used was a film strip that explained the different seasons.
Goals : To help the students distinguish the difference in the seasons. This ties in directly with the type of work their parents do.
Results : The students were very attentive. They liked the film strip and soon began to relate the season with when they came to Michigan to work.

4. Activity: Biology. Planting of beans.
Methods : A discussion of living things both animal and plant. Each student was given a bean and instructions on how to plant it.
Goals : Reinforce a previous discussion of living things. Develop science skills of how plants grow and what they need to survive.
Results : Very good. It is apparent just because these children pick beans it doesn't mean they know how they grow. They developed a sense of responsibility for their own plant.

STRENGTHS OF THE PROGRAM

The following list represents what the staff at Fennville thought were the particular strengths of the program. This list is basically a composite of staff opinion but is mainly representative of the teacher's opinions. The comments were gleaned from tape recording sessions held for the purpose of evaluation.

1. The teachers in the program were very flexible. Obviously, this allowed for educational activities to persist despite students coming and going, schedule changes, medical examinations, evaluative personnel making unannounced vistis, etc. This flexibility that developed will stand these teachers in good stead as they accept positions in schools serving deprived youngsters.

2. A team-teaching situation was used in the program. Not only did this enable the teachers to provide more worthwhile experiences for the individual student, but it was also beneficial as training for teachers who may in the future be asked to be part of a teaching team.

3. Recruiting activity on the part of all teachers enabled them to learn much more about the home background and culture of the children served by the migrant education program at Fennville.

4. The program provided a valuable lesson for teachers not to pre-judge people - both students and fellow teachers.

5. The schedule change involving pre-service teachers was a very positive aspect of the migrant program at Fennville. The previous arrangement created a situation where the pre-service and in-service teachers were actually two teams within one. After the schedule change every aspect of our program improved.

6. Visits to the camps by teachers proved to be very beneficial for both teachers and parents. This differed from the recruiting in that the time was spent socializing and discovering what home problems the students have.

7. Eating with the children was very good idea. This allowed the teachers to work with the children on social skills and exposed the children to new foods.

8. Requiring the teachers to ride the buses each morning and evening enabled parents not only to actually see that teachers were interested in their children but also to enable teachers to actually recruit as the buses made their stops.

9. Teaching materials were readily available through the Van Buren Intermediate School District.

10. The administrators were readily available to all teachers for any kind of aid the teachers may have needed to perform their instructional tasks better.

11. The teachers devoted most of their activities toward building language skills, arithmetic concepts, and self-concept. For example, every field trip was followed by an experience story.

12. A good relationship was established with the growers in the areas served by the program.

13. The Sunday afternoon "socials" (3) for parents, students, and teachers were very successful for explaining the goals of the program to parents and showing parents examples of student work. The last social saw over 300 people in attendance. Hot dogs, soda pop, potato chips, and ice-cream were served.

14. The children did learn - both cognitively and affectively - especially in self-concept and attitudes toward teachers and school.

15. Team teaching virtually forced teachers to become introspective - a very desirable trait.

WEAKNESSES OF THE PROGRAM

The group of people who were involved in the Fennville project had many comments about aspects of the program that they felt were weaknesses. It should be noted that a great many of the negative comments resulted from the uncertainty stemming from the experimental nature of the program. Again, the comments following are mainly a composite of the remarks made at the tape recorded evaluation sessions.

1. Students located too far away from the school (25 miles in some cases).

2. Recruiting should not be left as a last minute operation just before school is to begin.

3. The buying of clothes was unorganized and rather haphazard.

4. The preparation of teachers for teaching migrant was not adequate enough as far as methodology was concerned.

5. The medical program for the children was inadequate, indefinite and poorly planned as to timing. Also, once a problem was diagnosed, it was difficult to secure medical treatment.

6. The program was conducted in a school district that did not desire such a program. This curtailed the use of equipment and many facilities that

would have greatly added to the learning activities of children. In addition, the feeling of being an intruder is very difficult on the morale of the staff.

7. Buses were not readily available for field trips. Too much red tape was involved in securing a bus for trips teachers desired. Hence, the field trips were not as imaginative as one might expect. (Although another reason might have been unimaginative leadership).

8. Teachers did not get enough help from reading experts on how to structure reading and pre-reading activities.

9. In a few cases, it was difficult for team members to work together in an adult manner without letting petty jealousies, etc. get in the way of efficient teaching procedures and planning.

SUGGESTIONS TO IMPROVE THE PROGRAM

The suggestions listed below stem from the weakness just listed and from the strengths of the program that were enumerated before. The suggestions, it is hoped, are practical in nature and could be very easily adopted for a similar program in the future.

1. The school should be located closer to the migrant camps. Perhaps a center could be divided into two schools. This would enable a center to plan evening activities, and allow for more teacher visitations to camps, and would shorten the bus route considerably (very important).

2. The buying of clothes for the migrant children should be conducted by the classroom teachers who know the situation best. School should not be thought of by children primarily as a place to acquire new clothes.

3. The teachers themselves should be responsible for recruiting students. This should be a planned activity of the program.

4. Reading consultants, and perhaps a speech therapist should be utilized. Perhaps a definite and planned in-service education program would be worth while.

5. The program should only be located in school districts that desire such a program to operate in one or more of their schools. Facilities and equipment use should be under the direct charge of the supervisor of the education program, not operated as a separate entity by a completely different agency.

7. If possible, migrants should be hired as cooks, interpretors, and maybe even as teacher aides. Perhaps each group could consist of three teachers and two teacher aides rather than five teachers.

8. Teachers should be very carefully recruited for such a program, making sure that each teacher selected has a great interest in improving her (his) skills in working with deprived youth. Teachers should very definitely know what they are getting into before they select the program.

9. The medical program should be well planned, comprehensive and should begin after the first week that the school is in operation. This would enable each center to not only complete diagnosis but also complete treatment in most cases.

10. Teachers should become very familiar with an area before they move in to teach. In this way they would know more about resources offered, etc.

Pearl Elementary School
Benton Harbor, Michigan

A typical day at Pearl School began at 7:00 a.m. when two big yellow school buses started on their daily morning runs. Covering a distance of approximately 45 miles round trip and traveling within a radius of twenty miles from the school, each bus returned with a busload of sleepy-eyed children ranging from six to ten years of age, eager to begin another day filled with learning experiences.

Breakfast was served to the children as soon as they came in from the buses and washed their hands -- usually close to 8:00. Teachers were always present during meals to chat informally with the children and to set good examples of mannerly behavior at the table. Much was learned from the children during these times about their families, what they enjoyed doing, and some of their experiences at home and at school.

Each of the three rooms was busily engaged in some form of reading or writing activity by 9:00 every morning. Around 10:00 an arithmetic or number lesson was given in every room.

Lunch time began at 11:30, and again teachers shared this meal with the children and conversed with them. A recess period followed lunch, and the youngsters were allowed to go outside on the playground and participate in organized games or play on the equipment by themselves.

A rest period followed lunch. Most of the children had a blanket or rug to lie on; others sat at desks with their heads down. Some teachers played records quietly while the children were resting. Many youngsters fell asleep right away; others were restless and were usually allowed to sit quietly and color or read.

Varied activities were planned for the children after their nap, from painting to class discussions. A more complete description of these is given later. The buses were ready at 4:00 p.m. to deliver Pearl School students to their separate homes, happy and exhausted from a happy day at school.

Specific Activities

Reading and Writing

During the reading and writing sessions every morning, each room had its own unique lesson. The older children were divided into two groups according to their level of reading. During one session, one group discussed the pictures of characters in the story they were about to read -- their expressions and possible reasons why they felt as they did. They read the first page to themselves, and the teacher asked questions and encouraged the children to find answers if they didn't know them. Most of the youngsters in the front row responded readily and were anxious to answer questions; others were still. Reading aloud seemed to capture the attention of more children than when they were reading silently. After the story had been completely read, questions were written on the blackboard pertaining to it. More individual guidance and encouragement could have been given to the group at this time as they worked on their own, but they seemed eager to answer the questions correctly.

The more advanced group worked almost entirely alone at the outset of their lesson, looking up words in the dictionary that were most difficult from a story they had read. When they had finished, these words were written on flash cards and individuals were asked to define them. Everyone wrote the words again. There was a brief discussion of each word in which the children eagerly participated.

Almost every child in the older group could write, so they were often asked to write stories on their own about trips they had taken, hobbies they enjoyed, or anything about themselves. Most of the children were busy and could work quite well individually, although some had to be encouraged and given ideas to write about. Then they were given manila paper to draw pictures of what they had written and seemed to cooperate quite willingly. Teachers helped with words the children could not spell. When everyone had finished their stories and pictures, teachers asked for volunteers to read. Some wanted desperately to read in front of the class; others were hesitant and needed some coaxing. Much reinforcement was given by the teachers in this room -- an obvious willingness to learn resulted.

On another occasion these children had a fellow classmate who was in the hospital, so they decided to cheer her up and send home made get well cards. Manila paper was given to each child; they were shown how to fold them, and they were asked to use bright colored crayons to draw pictures and to write a message. The teacher in charge handled the children very well and instilled enthusiasm in the children when they worked on this project.

Filmstrips were shown in this room also, which gave each child a chance to read aloud or to contribute to the discussion. "This Is You" and "Your Five Senses",which are produced by Walt Disney kept the attention of the entire group and were very educational. Excellent question and answer periods took place, and it seemed as though a great deal was learned. The teacher showing these films was constantly aware of some of the words in the film which were unfamiliar to these children, and she made sure they were understood before she went on. I truly admired her for this practice.

The "pre-primer" and "reading readiness" children naturally had lessons which were geared to their age level and level of achievement during reading and writing sessions. Motor coordination was greatly emphasized with this group; they were given exercises to help develop motor skills. The teacher had this to say about the examples she gave, in order of their appearance: (1) "These children are very weak in this area (eye-hand coordination); this is a fun way to get them to work on it. 'The turtle has to get to the pond. Can you help him?' It worked well. The children liked it and did well, although they went very slowly and were drawing instead of freely moving the pencil." (2) "This is more work in this area using circle lines. The children enjoyed doing it and it helps them form letters with ease."

The last three exercises presented here to this group (3,4, and 5) taught them how to distinguish one object from another and to sort out which ones were alike. A flannel board was used to introduce the lesson. Color recognition is also an area in which these children need improvement; therefore, a color-by-number picture (6) of a duck was given to the children to work on. Some did a beautiful job; others needed help, both with selecting the right color and with staying inside the lines.

Another activity during the reading session involved the teacher's showing pictures of animals; asking the children what they were, how they move, how they sound; and asking them to act like a particular animal. They seemed to enjoy this immensely and readily showed their interpretations. There was very good communication here between the teacher and her students.

The classroom which had children who were primarily on the first grade level were given the following dittoed sheets: (7) this sheet was used when the children were learning the days of the week; (8) this one helped the youngsters learn the "sh" sound; (9) words that rhyme were completely foreign to many of the students; this was a lesson to help them; (10) correctly placing those items at the bottom of the page directly under those at the top which move in a similar manner was the desired outcome in this lesson; (11) the children were to choose which items at the bottom could be found in a refrigerator as opposed to those to be found in the desk; and (12) distinguishing between hot and cold was the purpose of this lesson.

Arithmetic Skills

The youngest group of children at Pearl School were given much instruction in arithmetic with the flannelboard. Various shapes were put up, and the youngsters were asked to identify them and tell how many there were. The teacher asked certain individuals to come to the board and remove all the circles, all the triangles, etc. after they had discussed them. It was a pleasure to watch this particular teacher work with the children. They were so excited to participate and so eager to be the person called upon, and yet they knew they had to control themselves in order to be recognized. The youngsters thoroughly enjoyed working with this teacher and were very willing to help her put away the materials they had been using. Praise and encouragement of favorable behavior seemed to work best for her.

A sandbox was also used with those children who were just beginning to learn their numbers. Each child was given an opportunity to write numbers in the sand after the teacher had demonstrated, and they were corrected if they didn't make their numbers correctly. It was a welcome change from the traditional paper and pencil practicing. The children were also allowed to write their numbers on the chalkboard, which was a real treat to them.

Students on the first grade level were given exercises to help them learn to count to 100 (13) and to make certain numbers correctly and count a particular number of objects (14 and 15). Also, learning the value of a penny, a nickel, and a dime was the objective of one of the lessons (16).

The older children had arithmetic lessons which were much more advanced than the preceding ones discussed. One of these involved learning where to place commas in figures of 1,000 and up and an explanation of how to write numbers with five or more digits in them from words (17). Perhaps the explanation given at the outset of this lesson could have been on a more elementary level, as many of the youngsters needed individual help with this practice sheet.

Individual Classroom Activities

Each classroom was given an opportunity to pursue any activity they desired during the afternoon. Many of the teachers were musically talented and could play either the guitar or the piano very well, so there were many times when the sound of children's happy voices could be heard in at least one room of Pearl School.

Group sings were also held when the entire school participated in learning songs, sometimes in preparation for family night activities.

Many interesting discussions were held during the day, especially with the older group of children. After the pledge to the flag one morning, it seemed appropriate to talk about the various ways in which the flag is saluted, depending on a person's occupation. For example, most of the youngsters knew that a soldier stands at attention and salutes the flag, whereas a civilian places his hand over his heart and stands when a flag passes by. This led to a discussion about the discovery of America and what it means to be free. There was good interaction between the teacher and her class.

Another learning experience presented itself when two telephones became available for the teachers to use so that a lesson on correct telephoning techniques could be presented. A transmitter accompanied the telephones which allowed the teachers to set up a realistic situation. The children were instructed to wait for the dial tone, dial the number they wanted, wait for the other telephone to ring and for their friend to answer, and then begin a conversation. Every child was very eager to have a chance to call one of his classmates, but most of them were so excited about using the telephone that they had trouble thinking of something to say. After everyone had been given an opportunity to use the telephone, both phones were left out so that the children could examine them throughout the day.

Another classroom activity during one afternoon involved determing how many states the students could find on a blank map of the United States. When it was discovered by the teacher that many of the youngsters did not even know where Michigan was, help was given. A list of all the states was put on the board and a discussion was held which covered the location of peninsula states, states which grow certain fruits, etc. The children needed much guidance with this lesson, but they seemed eager to learn where the states were in relation to their home states.

Often the children would express individual needs to the teachers. One girl wanted to learn to write, a boy wanted to learn to multiply, a girl wanted to learn to do cartwheels -- the requests were many. The teachers did a wonderful job of meeting these needs by coming in early, utilizing part of their lunch time, or playground time.

Another activity which the children enjoyed very much and worked diligently at was that of painting huge life-size full-length portraits of themselves on brown shelf paper. They cut two of them out, had them stapled at the edges, and then stuffed them with bits of newspaper. Every child was so proud of his new "friend" and did not hesitate to show him off.

Play Periods

As was mentioned earlier, the children were free during recess to participate in organized games on the playground such as Red Rover, London Bridges, jump rope, baseball, etc, or individual activities. Many of the boys had wonderful times rolling down a hill behind the school in huge heavy cardboard barrels brought by one of the teachers. Some youngsters played on the swings, merry-go-round and on other equipment or they brought toys outside to play with. Others were content to stay inside the school building and play checkers, draw,color, etc.

One of the teachers at Pearl this summer was a physical education major and he enjoyed teaching the boys some simple tumbling stunts. Many noon hours were spent learning forward rolls, flips, etc. The boys had a great time and made great improvements in coordination before the summer was over. They even performed on family nights, much to the pleasure of onlooking parents.

Field Trips

Many interesting and educational field trips were taken during the seven week period of school this summer. One of the most enjoyable was the result of an invitation from the Campus School children in Kalamazoo who were also involved in a program set up for disadvantaged children. When we arrived, the children were split up into groups according to age. We were then escorted to separate rooms, each child was introduced to a Campus School student who became his "buddy", and the children found out a little about each other. After a mid-morning snack of popsicles, some of the Campus School children put on a play for the entire group. A songfest was held afterward, and the children from both schools shared songs they had learned

Other trips included visits to Kellogg's in Battle Creek, Windmill Island in Holland, the Tip-Top Bakery in Benton Harbor, the Hartford fair, and the YWCA pool in St. Joseph. Follow-ups were carried out the day after the trips, if possible, in the form of discussions in class, drawing pictures of what was seen and done, and painting murals of the trips the children had gone on. Many of these drawings were displayed beautifully during family night.

The youngest group of children at Pearl visited a farm, and an extensive follow-up took place for many days afterward. A picture of a farm was brought in by the teacher, and the children were asked to name the animals in the barnyard -- like those they had seen on their trip. The names of the animals were written beside their pictures so that the children could become familiar with them. The youngsters also talked about the various activities that take place on a farm and what each animal gives us. They were then asked to draw pictures of animals they had seen and to cut them out so that they could be put up on a bulletin board which had a huge barn and barnyard for them. However, most of these animals were difficult to recognize, so patterns were given out for each child to trace. This worked out much better, although many of these youngsters had a difficult time cutting on a line.

Counseling

There were two counselors available during the summer at Pearl School. After talking with them and observing the children in the classroom situation, it was evident that definite changes took place in the behavior of certain individual students. For example, a little Mexican boy named Ricardo was extremely hostile during the first couple of weeks that school was in session. He seemed to be hyperactive, very uncooperative, and misbehaving much of the time to gain attention and recognition. Ricardo wanted to prove that he was a bad boy, after being told this by so many people. After a few counseling sessions, it was found that Ricardo felt he was not an American but only a Mexican, and his self-concept suffered because of this belief. When he was told and finally became convinced that he was as good as anyone else, that he had good qualities which were acceptable, and that his unacceptable behavior would be ignored and rejected, Ricardo began to feel worthwhile. He still has setbacks, but we feel that he has come a long way since the first day of school.

Another boy whose attitude has changed since he began the summer session is a small boy named Jimmy. Jimmy was a very quiet, submissive boy who didn't say much during his first few days at school. He seemed very passive and uncaring about what happened. By encouraging Jimmy to speak up and to express himself more readily, it was found that he is a very intelligent boy but just needed reinforcement. Now he seems to have more confidence in himself and is more willing to participate in classroom discussions.

Staff Relations

On the whole, the teaching staff at Pearl School worked quite well together, although there were some problems arising from coordination between pre-service and in-service people. The cooks cooperated very well with the teachers and were well liked, thus making complete successes of field trips which were taken and the planning of picnics involved. One of our bus drivers was a wonderful lady who stayed with us on many of out outings, helped with the supervision of the children, and took beautiful snapshots of the various trips she went on. She was a wonderful asset to the school.

Family Night

Two family nights were held during the school session and both were very successful. All parents and relatives were invited, and we had a huge turnout both times. Many examples of the children's work decorated the school. There were murals painted of the trips taken, pictures of the school drawn by the students, lovely bulletin board displays, and other art work shown which welcomed parents with open arms.

As a follow-up to their trip to the bakery, one room baked bread the day before family night and served it to the parents who were present from their room. The children were very excited and pleased with their baking.

A program was presented by the children on both family night occasions. The youngsters sang songs they had rehearsed for days, recited poetry, did some choral readings, and showed a few tumbling stunts. The children seemed to genuinely enjoy showing their parents some of the wonderful times they had shared during summer school, and the parents were very proud and happy when their children were on stage.

Refreshments were served following the program -- coffee, milk, cookies, cake, and ice cream. "A good time was had by all," and the last family night served as a wonderful ending to a summer filled with excitement and very rewarding experiences -- for both the teachers and the youngsters at Pearl School.

The growth on the part of our Western Michigan University participants was in the most part spectacular. These people had read about the migrant child and had some notion of what these children were like, but really didn't know until they were given the opportunity to be with them daily and visit in their camps.

Our teachers learned to love these little children. As the day came when we had to bid a farewell to the children many tears flowed, embraces were made, and handkerchiefs were soaked. Sensitivity for these children was stressed often in the seminars and the pre-service training as a goal. Truly at Pearl this goal was reached.

Sister Lakes Elementary School
Sister Lakes, Michigan

The Setting

Keeler, Michigan is the center of a fruit and vegetable growing district to which each summer come thousands of migrant workers -- from Florida, Arkansas, Missouri, and especially from Texas. Down the road a few miles from Keeler is the Sister Lakes School, where we set up one of the centers for the education of migrant children. At one time or another, 196 children were enrolled in our school. Although we had a theoretical capacity of 90 students, there were days when as many as 108 children crowded our classrooms. While a few of our students were Negroes or Anglo-Saxons, most were Spanish-speaking Americans who regard Texas as their home. Only a few children attended school for the entire eight week period. Some came with the strawberries, left with the cherries, and returned with the pickles. (Telling time by the crops is part of the migrant culture, and we learned to tell time the same way.) Most came with the cherries or the pickles, so that our schoolrooms were more crowded during the last half of the summer program.

Curricular Objectives

We began in the spring to develop curricular objectives for children whom we had never seen and about whom little is written. We faced the problem of continuity; with children coming and going as we had been warned they would, we wanted to develop objectives which could be implemented continuously without being marred by children's late arrival or intermittent attendance. We decided upon these major objectives:

1. The development of positive and realistic self-concepts. In our naivete, we thought that these disadvantaged children would, like their counterparts in the inner-city, feel rejection and discrimination on the part of the larger society, and lack the acceptance and approval which we assume initiate good feelings about the self. We wanted our children to grow in the frequency with which they volunteered confidently for new learning tasks or tasks which fall to the general school society. We

wanted them to speak well of themselves and to initiate social contacts with assurance. For the most part, this objective had already been attained for us, as will be seen when the children are described.

2. We believed that children who receive only intermittent schooling, who often function below grade level in most subjects, and who are regarded in some schools as outsiders, might have negative attitudes toward school. We wanted to [illegible] positive attitudes toward school, to have children speak spontaneously of their liking for school, and to approach new learning situations with a confidence which would reflect successful school achievement.

3. Part of the school failure of the educationally disadvantaged occurs because these children are not exposed to the culture in which the school operates. They lack the experiences, the knowledge of implements, processes, procedures, and accompanying vocabulary which would make them a part of the larger culture. Another of our objectives, then, was to provide an experiential basis for the development of concepts and vocabulary.

4. Knowing that most of our children would be Mexican-Americans who spoke Spanish at home, we hoped to place special emphasis on language arts experiences, so that children would have many opportunities to speak English, to write in English about their personal experience, and to practice the skills which individual assessment showed they needed to acquire.

5. With the great increase in mechanization, migrant farm labor will be less and less necessary in the next decade. Nor can the children of migrant workers gain their share of the country's affluence while they remain in the migrant stream. Therefore, we wanted to raise children's vocational aspirations by pointing out to them the many ways in which they might earn a more comfortable living, and the necessity of at least finishing high school if they were to hold such jobs.

6. We included other subject areas as a part of the curriculum, hoping to give children many experiences with art and music and to develop scientific and arithmetic concepts. These objectives received emphasis or were modified as we grew to know the children and their needs.

7. The migrant worker has little or no civic role in the community where he is a temporary resident. He and his family are often rejected or ignored by the community and by the school. We believe that schools can only be their most effective when they are working with parents. So we formed an additional objective: to help parents trust us, to welcome them to the school, and to show them that the school accepted them and had faith in their children's ability.

The Children*

If the average teacher were looking for a group of "ideal" children, she might easily settle on the Mexican-American migrant child. Our children were warm, gay, responsive, trusting, and eager to learn. Their sense of humor was often in evidence. They responded to our friendship and warmth immediately. They enjoyed, admired, and trusted their teachers. Our black-haired, tawny-skinned children were beautiful, with dark eyes that could dance with mischief or look on with compassion. Their figures tended to be slight and to have about them an air of movement -- not of restlessness, but of being physically alert.

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*Generalizations are made only about those children whose parents sent them to school. We know little or nothing about the many children who remained in the camps or in the fields.

Most of our children were remarkably clean, particularly considering the almost total lack of hot water, washing machines, and space which existed in their homes. Although few of our children had socks and many were without underwear, most girls came to school each morning wearing clean, starched, and ironed dresses. A few sometimes stayed home because they had no clean dress to wear that morning. They are sensitive to cleanliness, order, and beauty, marveling at the clean and orderly restrooms they saw on their trip to Kalamazoo. They also show some sensitivity to the fact that others have thought of them as dirty. Thus Arnoldo, asked on the first day of school to write something about himself, wrote in part:

> "My name is Arnoldo ------.
> I live in Texas.
> I am clean.
> I am not dirty."

These children are sensitive to the needs of others, often "protecting" teachers and younger Spanish-speaking children by interpreting for them. This may be due to the many responsibilities they have at home. By the time a Mexican-American girl is nine or ten years old, she is quite capable of taking care of the "the little ones," and they are frequently left in her charge. When the little ones cry, older siblings are equally distressed, and hug, pet, carry, and comfort their younger brothers and sisters. They quickly pick up action cues from their environment. Our non-English speaking children were quick to understand new words through action. After watching us work with a child with delayed speech, other children began to encourage him to talk by doing the same things we did, without our asking them to do so. When the children investigated clothes brought for our rummage sale to choose something to take home, they first tried on all the "pretties" -- the ruffled hats, the fur-trimmed articles, the high-heeled shoes. But when they chose, they chose for others: a blouse or dress for Mama, shoes or jeans for "the little ones," a shirt for an older brother, and socks, socks, socks for everyone.

Mexican-American children are physically able and quick. They love exercising their skill at baseball and basketball. They are fascinated by mechanical things and are quick to see how they operate.

These children are honest and open. They show strikingly little defensiveness, and are willing to tell the truth, even when it means saying that they don't like something that is going on in school. In one of our classrooms, two quarters lay on a shelf. They had been put there casually one day as left-overs from the Kool-aid fund. Teachers and children took them down occasionally to use them for tracing circles or to practice making change. They were always returned, although all the children in the school knew they were there. On the last day of school, the quarters still lay safely on their shelf.

The children surprised us with their politeness. We were called "Sir" and "Ma'am" much more often than "Teacher". "Please", Thank you," and Excuse me" rang in our ears all day.

Their expressions were usually interested, joyous or contented. Laughter frequently rang in our school, and singing, dancing, and dramatizing were a natural part of life. They loved life and were eager to take whatever it offered them in the way of interesting sights, work to do, new learning experiences, or new personal relationships.

The effect on the teachers and counselors was miraculous. We melted. The people at our school had chosen to go there because they wanted to give migrant children a better chance. We came equipped with accepting and positive attitudes toward these children. But even we were surprised by our own immediate and deep attachment to them. Indeed, during the first difficult days, when there was much confusion, when new children arrived each day, when the teaching teams were not yet used to working together, and when none of us were quite sure of what we were doing, we were forcefully held together by our mutual and deep care for these attractive children who had so easily won our hearts.

Of course, they were not saints, and they were not without occasional moments of discouragement, anger, jealousy, or pettishness. We noticed some family rivalries. Miss Pea reported:

> The older girls in a migrant family are in their element when they can "mother" a young child. I have seen some conflict in our classroom when two of the older girls fight over the custody of a younger child. They identify with the mother role. When, of two girls, one is much larger than the other but not much older, the larger one takes care of the smaller.

Delia was happy when looking after her younger sisters. But when sisters older than Delia came to school, Delia belittled a comment Dora had made, to which Dora replied, "Oh, Delia's jealous because she isn't the oldest any more." We had two sets of brothers, close in age, who showed the kind of sibling rivalry one might find in any family. The younger brothers were quicker, more aggressive, and less cautious. The older brothers resented the attention their younger siblings attracted, while the younger ones hated to share the limelight.

The Spanish-speaking children regarded Negroes as very different, probably inferior, people. "Nigger" was the word they used, and when two girls needed to soak their feet in the same tub, the Mexican-American girl was noticeably reluctant to put her feet in the same tub with those of a Negro child. We were fortunate, however, to have a Negro teacher on our staff. While the children were wary of him for a few minutes or a few hours, they were also fascinated by him, and they concluded by hanging on him, climbing over him, and participating in his lessons with great enthusiasm. He achieved excellent relations with the children, and was probably our best weapon for the discouragement of racial prejudice.

Our school was influenced by the predominance of children from the Mexican-American culture. We sometimes felt ourselves prey to the preferential attitudes we deplored in other teachers. Few white migrants and fewer Negroes chose to send their children to school. We sometimes feared that the children of these latter groups had less sense of belonging to our school, although we tried to include and attend to them as much as to the others.

The Families

Some of our greatest rewards came when we visited the camps to recruit children for school. We were met by warm, friendly, hospitable people with much dignity. They sometimes apologized for their children's clothes, or for the necessary substitution of orange crates for chairs, but they invited us into their houses only large enough to accommodate two large beds and a small table. We found that, despite language differences, we could speak openly and honestly with the Mexican-American parents about their children's need for school, about the unimportance of the clothes they came in, about the delights of children. If worst came to worst and we had no mutual language, the camp was always full of children who followed us about and were eager to interpret for us. Usually, communication began and ended with smiles and laughter. These parents lack a facade, and the tendency of some middle-class parents to minimize or aggrandize their children. So I could tell Josefina's mother that she had a daughter who was "muy intelligente," and she could reply, simply, "Si."

Parents fondle and scold their children by turns, and enjoy each member of their very large families. They sing to their children, and there are often games and dancing in the camps. In one camp a number of people had created a

Christmas tree in July by hanging bottles from a tall and scraggly fir. Even the highest branches were decked with beer cans and white plastic bleach bottles.

We were not surprised to find that our warm and happy children came from families that were also warm and happy. Although these children may be educationally disadvantaged, they are certainly not disadvantaged emotionally.

When the research carried on at Sister Lakes is analyzed, we will have more definite information regarding the child-rearing practices of Mexican-American parents. We suspect, however, that, while these parents are pleased to have their children at school, they do little or nothing to show their children that school success is important to them. (To this generalization there are also exceptions; we met several families who have some children in college.) Parents do not, we believe, tend to ask their children questions about school, nor to reinforce school learning, nor to do much teaching of a school type at home or during their travels. Yet many forfeited what their children could have earned in the fields so that their children could go to school.

We suspect, too, that parents' ideas and values and the concept of family honor are extremely important to these children -- far more important than the opinions of their peers. The completed studies will shed further light on these hypotheses.

Migrants and the Community

Community attitudes toward the migrants and their education vary. A few people in our community resented spending taxpayers' money on 'Texas's problem." But the majority believed that such education was necessary for the good of the economy and of all citizens. Local merchants, theatres, and city departments were extremely cooperative in letting us tour their facilities.

We could not have operated a school without the cooperation of the growers of our area. It was the growers' land on which the camps were situated. It was the growers who gave up some of their pickers when our older students came to school.

Some growers had been instrumental in placing children in the regular local schools during the spring and fall. While there were a number of paternalistic relationships between growers and "their" families who returned to work for them year after year, growers were also aware that the children of their workers were going to have to learn to live without such support. Growers contributed to our school program by meeting and talking to representatives of migrant programs from several states, at our request.

While it is true that many migrants live in conditions of poverty, others (chiefly crew leaders who are the heads of extended families) would probably make an adequate living were it not for the size of their families. And growers, too, have their problems. They feel that the camps they provide are clean and adequate in the spring, and they resent the intrusion of officials to inspect the provisions they have made for their workers. They are beset by the risks incurred from weather and market conditions, and to these worries have been added additional government regulations which are the bane of the independent farmer's existence.

Because the old ways no longer pay for the farmer, mechanization is increasing by leaps and bounds. Cherry shakers are more and more a common sight. The trend is to plow under strawberries and raspberries, or whatever requires hand labor on the part of many workers, and to grow instead cherries and apples, to buy machines, and hire a few men to run them. Some farmers claim they will soon sell out to corporations or to larger farms which, of course, would immediately mechanize. These factors, more than anything, impressed upon us the necessity for more effective education for migrant children, who will either learn to gain a livelihood some other way, or end up in city and suburban slums. We sent letters to all growers whose camps we visited, thanking them for their cooperation.

The Organization of Teaching Teams

There were 17 teachers and two counselors in our school. Six teachers had teaching experience and 11 had only recently finished their student teaching. The teachers were divided into three teams, each containing two experienced teachers, and each responsible for one classroom with a (theoretical) maximum of 30 children. Our pupil-teacher ratio varied from five-to-one to fifteen-to-one, depending on the teachers' schedules.

Each team planned as a unit. There was no one in official command of any team, though the pre-service teachers tended to look to the in-service teachers for advice in some situations, and the latter provided useful leadership because of their experience. Each team member was responsible for bringing new ideas and for developing the ideas of others.

Our children were placed in classrooms largely according to family. Each classroom had an age span of at least five years. Achievement levels had a wider range. We were able to accommodate these great individual differences because of our impressive pupil-teacher ratio. Children in each classroom were grouped and regrouped throughout the day according to interest, need, and readiness levels. Groups were extremely flexible and varied within the day and from day to day. Non-English speaking children were drawn from all three classrooms to constitute a small daily class in English. Teachers who specialized in art or physical education worked with other classrooms than their own.

The Curriculum

Throughout the summer program, we tried to implement our general goals by making it possible for children to have genuine experiences of success, and by making school an interesting, attractive, and rewarding place for children to be. Most teachers tried to accept and respect children's feelings, while they explained and demonstrated the kinds of behavior that were acceptable. We had a few children who demanded in various ways much attention from teachers. But we lacked the proverbial "discipline problems." Even among the younger children, who slept every afternoon, there were no thumb-suckers and no nail-biters. Teachers usually had more than enough for children to do, and the children responded by busying themselves in positive fashion. Correction and discipline were never a problem. Children were comfortable, spontaneous, smiling, and conscientious.

Teachers tried to base specific curricular objectives on the needs of the children as they appeared. There follow some examples of the kind of curriculum our teachers developed on this basis:

1. Orientation to the earth. Most of our children travel in the backs of trucks. Although they have been in many states, they have little concept of direction, and do not understand the abstract devices such as maps and globes by which adults represent the earth's surface.

   Activities:

   a. An interesting discussion stimulated this study when two children from Puerto Rico arrived. Teresita told Mrs. Fleury that they came from some place she'd never heard of. Mrs. Fleury talked with the group about Puerto Rico and explained that they could not come by truck or car, but must have taken a boat or a plane to get here from Puerto Rico. This was incomprehesible to most of the children. The globe was used to illustrate the extent of water on the earth's surface, and to show how Puerto Rico is separated from us by water. Other features of the earth's surface were then examined. One child said, "But we're not on that earth; we're here," stamping her feet on the solid floor. She had begun to grasp that the globe was an abstract representation of what she was standing on.

   b. Teachers illustrated with a large map of the United States just where each child had come from.

   c. The children explored the classroom, and Mr. Brigham helped them to learn which way was left and which right through concrete movement from place to place in the classroom.

   d. Mrs. Averill asked them to pretend that they were up on the ceiling looking down on the classroom. They were able to imagine how the room looked from up there, and to draw two-dimensional plans of the classroom and its furnishings.

   e. Mr. Brigham discussed with the children the route that their buses took to school. They learned to look for and remember landmarks. They told when the bus made a right turn and when a left. Some could make maps of the route between their camps and the school.

   f. Directions on the earth's surface were accompanied by a consideration of the composition of that surface. While sand sculpturing, the children were helped to realize that sand was part of the earth.

g. Children found stones, also a part of the earth, and later painted them and bound them into pendants.

h. Other children made a sundial from sticks and stones gathered in a field next to the playground.

i. Still others read about and listened to accounts of various means of travel and transportation. They drew their own pictures and wrote their own stories as a synthesis of what they had learned.

j. The teachers planned a treasure hunt for the children. Mr. Griffith invented a colorful and idiosyncratic old pirate, who had left many directions for the children. In finding their "treasures," children had to read and follow directions and arrive at landmarks.

k. A trip to the beach at Lake Michigan created many more opportunities to examine elements of the earth's surface.

2. How Things Grow. Because these children work in the cherries and the pickles and with other growing things, we take it for granted that they know how things grow and what becomes of them. As with all of children's concepts, we must be careful of our assumptions. Migrant children see the plants when they are ready to harvest. We found that our children knew neither how the pickles started, nor how they finished. Teachers devised plans for developing concepts of the process that begins with the seed and ends with the supermarket, although time did not permit them to carry out all of these plans.

   a. Teachers illustrated the growth process with diagrams and indicated the parts of plants.

   b. It would be preferable, had we had the time and had the students remained in school long enough, to start our own plants from seeds, to record their growth, and to process them ourselves.

   c. A trip to the supermarket, undertaken for several purposes, helped children to see how food products were finally marketed.

   d. A visit to nearby pickle factories and canneries would illustrate another stage in the process of marketing food.

   e. A trip to a large city market, perhaps with the school bus following the truck from farm to market, would also lead to concept development.

3. A Visit to the City. Field trips often served best to implement our purpose of acquainting children with the objects and customs (and their names) of the larger culture. Probably the most satisfactory and productive trip the children took was their visit to the city of Kalamazoo. They visited a number of stores and other places of interest, they went through a large department store, they strolled along the mall, and they visited the park, the library, and the museum.

   We had expected that the children would see many things that were new to them, but we were surprised at the opportunities for learning. Most of our children had never ridden on an escalator or an elevator, or been through a revolving door. All of these were exciting. They visited a bank and discovered adding machines. They could hardly believe that people paid to have their shoes shined. They were fascinated by the work of a shoe repair man, and delighted by bottles of cologne that actually sprayed. They squatted down at the curbstone to investigate the drain openings. They climbed up on the edge of the fountain to feel the spray, and they rolled over and over down the grassy slope of the Indian mound. They sank with pleasure onto the carpeted floor of the story room at the library, and asked many questions (and remembered the answers) at the museum.

Owing to the generosity of a local merchant, children and teachers were served lunch at a sidewalk cafe on the mall. This was the first time most of our children had eaten in a restaurant. It was incredible to them that one man could afford to pay for so many lunches. They asked to be introduced to him so they could thank him. We noticed that, however our children were dressed, and however they talked, the reactions of the townspeople were interested, warm, and friendly. The children returned with much to remember and many things to think about.

4. Art Experiences. Mrs. Averill's sessions offered something in which even our non-English speaking children could participate fully. The children were freely exploratory with all materials, fashioning salt clay over and over again, and producing delightful creatures with combinations of pipe cleaners, cardboard tubes, and buttons. Their painting with gadgets showed that they could create pleasing and original designs, and the process of carving plaster fascinated them to the exclusion of much concern about product. Although they loved to fingerpaint and to use paint at the easels, their paintings were at first stilted and conventional; the usual house, tree and sun.

5. Nature Study and Health. From a corner of our school grounds one could walk through a small woods to the shore of a lake. Nature walks were no problem to arrange.

   a. The children collected leaves from a variety of trees. They pressed the leaves and learned something of their names and the way in which trees grow.

   b. Snails, cocoons, stones, and insects all formed part of our science lessons as the children discovered them on their walks. Such discoveries also became the basis for language experiences.

   c. A trip to Deer Forest introduced the children to many forms of animal life they had never seen before. Later, the children learned to read the names of the animals and to name and place correctly the parts of the animals' bodies.

   d. This led to consideration of the similarities and differences in the structure and function of their own bodies and those of other animals.

e. In continuity with these lessons, children learned by example much about the care of their own bodies. Each child was provided with a toothbrush and children brushed their teeth after breakfast and lunch. We made a ritual of washing hands before meals, and the children used soap in great quantities, seeming to relish the lather they could create. Minor cuts and sores were treated with care, so that all children could observe the washing or oft-necessary soaking of the wound, and the application of antiseptic and bandage.

6. Language Arts. Our purposes required that we teach language arts all the time. Children were given many opportunities and much encouragement to talk, both in and out of the schoolroom. The teachers regarded meals, nature hikes, and field trips as opportunities for language and vocabulary development. Most experiences were occasions for the writing of group or individual experience stories. Books and pictures were also used as stimulation for children's writing.

For a magazine picture of a surprised man crawling out of a large shell, Elisa (age 10) wrote this: "One night I went to bed early and found myself in the shell. I think that I had a dream in the night that I was living in this shell. I hope I don't go in the water. I better get out of the shell before the animal comes, the one that lives here."

In response to Cecily Johnson's book, What Do You Say, Dear? children drew pictures of situations and the polite things that one might say. Robert (age 7) drew a cowboy doing tricks with a gun while an Indian stood nearby, with the caption: "The cowboy was doing a trick and the Indian moved and was shot. The cowboy said 'I'm sorry'."

Ricky (age 8) drew a picture of a man in a rocket. He wrote: "The robbers stole the rocket. When the owner caught them they said, 'I'm sorry.'"

Rosa (age 9) drew a colorful turkey and a farmer. Her story was: "The farmer said 'Shall I cut off your head?' The turkey said, 'No, thank you'."

The following stories illustrate responses to a story about a boy named Gordon and his goldfish:

Gordon Goldfish

Uncle Bill went for three week for a vacation. Uncle Bill told to Gordon if he can take care of his goldfish, and Gordon said that he would so Uncle Bill went. Gordon bought some food in pet store. One goldfish of Uncle Bill died. When Uncle Bill came home Gordon said, What can I say.

Rosalinda, (age 10)

Gordon and His Goldfish

The goldfish were of Uncle Bill. One day Mr. Uncle Bill had to go three weeks. Mr. Uncle Bill said who will take care of my goldfish.

> Then Gordon said I will he said. Gordon had to take care of the goldfish. He had to feed the goldfish. One day something was wrong with one, he got it with the net. He put it on a pitcher so he could be well. The other day he went to see the goldfish, it was dead. Then Uncle Bill came, Gordon said to him I am sorry one of the fish died. The Uncle Bill said it is all right he said. Uncle Bill had some goldfish for Gordon. Then Gordon had goldfish of his own.
>
> Juan (age 8)

> The children's written work was available as a diagnostic tool and necessary technical lessons could be developed individually or in small groups as their stories indicated a need.

Reading was usually carried on in small groups or with individuals. We had hundreds of trade books at a variety of reading levels furnished by the State Library and purchased for the program. All of these books were used. (Children also loved listening to stories read or told by teacher.) For reading materials we used everything we could lay our hands on: the trade books, beginning basal readers, experience stories and charts, word cards, signs and charts made in connection with other curriculum units, and the signs we encountered on our trips, for example.

Nearly all of our children were far more fluent in Spanish than in English. When we contrasted the halting, careful way in which they sometimes spoke English with the liquid flow of their Spanish, we knew that we were missing some of the wealth of their vocabulary and ideas. Whenever we were searching for children's thoughts and ideas, we encouraged them, if the words wouldn't come, to "say it in Spanish and we'll figure it out later." While we almost invariably spoke English to the children and they answered us in English, we did not forbid their occasional use of Spanish with each other. As we developed their vocabulary in English, we asked them to teach us some Spanish. We often "traded words" this way, by which we hoped to show them that, far from belittling them because they spoke a different language, we respected them for their ability to learn two languages. In this way we gave them a measure of prestige and success while we still held out

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the necessity for improving their English.

Being bi-lingual produces difficulties for these children, particularly if their parents speak english only when it is necessary or not at all, and if they are taught at home in Spanish. We had a few children at our school, however, who were quite fluent in both languages. All of them were children whose fathers had positions of responsibility as crew leaders or field bosses, or who lived and worked in Michigan but joined the migrant workers for the summer. These children took pride in their bilinguality. When I first met Oscar, he laughed at my Spanish and said, "Ma'am, when I come to school I'm going to speak to you so much in Spanish you're going to lose all your English." Mrs. Heisler reports one of these children's interesting conclusions during a reading session she conducted with three girls: "Eventually, with Delia's help, I was able to find out that Nilda, the girl I was helping, went to a Spanish speaking school in Puerto Rico during the winter. It was no wonder she could not speak English..... In the course of events Delia helped me find out many things about Nilda. She was also a help in writing words on the board and interpreting questions and statements concerning Nilda's reading. As we talked about Spanish and English (Delia speaks both fluently) this ten year old said 'I like Spanish. It makes me feel like I'm two people instead of one. You're two people, too,' she said. 'Yes, you're right.' I admitted. And although I know very little Spanish, by the fact that I had tried to use simple phrases I had heard and to learn new phrases and words from these girls, I was becoming 'two people' instead of just one."

The children had particular difficulty with English prepositions. Prepositions, then, became a subject of many games and practice sessions. Children were asked to put the ball in the desk or on the desk, to crawl under the table or to climb over it etc. Mr. Griffith hit upon the idea of introducing prepositions with a circus, in which a tiger could jump through a hoop, a lion could growl at a clown, the clown could get into the car, etc. This device was so much enjoyed by the children, who dramatized circus acts in the process of concretely illustrating prepositions, that it was used often by this team.

One of the greatest conceptual and linguistic difficulties our children had was in the organization of a series of events through time. Their experience stories often simply related isolated events, in no particular sequence. After Mrs. Fleury had encouraged children to write stories about their experiences of the previous day, she reported; "Of those who wrote their own stories, one stood out ..... Sara's. She had excellent sequence to her story ..... I was surprised at lack of ability to put events in any order. These kids are from eight to ten years old and only the very oldest ones had any sequence of events."

Some of the children were, in the course of our research, unable to complete a story that was told in the past tense. They appeared unable to imagine anything happening between the time of the first part of the story and the present. We believe this apparent inability to see a sequence of events as a continum through time may be a cultural inadequacy brought about by the fact that their lives consist largely of sameness and repetition or of disconnected events and because the events of migrants' lives are often determined by forces other than their own. These phenomena may make it more difficult for them to plan for the future, and so have implications regarding their ability to hold long term goals for school or job.

There are also implications for their tense formation, which is one of their outstanding linguistic problems. Our Spanish speaking children are generally unsure about how to speak about the past in English, and often solve the problem by using the present tense, by employing two past verbs to indicate the past, or by combining present and past tenses. A few examples from their speech will illustrate:

> "She just go back to her desk and sit down."
> "Then she would go and sell them to the people and all the money that she got

> she would earn it and then when she got lots of money she went and buy sweater."
> "..... and then she put it on and then she went to her mother and her said how did you did it?"
> "I just had two dollars and they cost four-fifty and then my sister she just had a half a dollar and we didn't had enough."

For this reason, teachers also worked with time and verb forms in language arts lessons, helping children to talk about and to dramatize yesterday, today, and tomorrow, using the correct tenses.

Most of our children spoke English with a Spanish intonation. While you or I might say: "I couldn't come to school because I was working in the cherries, Ma'am," and let our voices drop at the end of that sentence, the Mexican-American child says: "I couldn't come to school? because I was working in the cherries? Ma'am?" leaving his voice high at the end of the sentence. We worked on intonation formally in the classrooms with tape recorders, and informally during conversation at meals or elsewhere. The children listened and were able to recognize the difference between a sentence that ended high or low. They grasped the concept that we use "high" for spanish and "low" for English. They could use the correct intonation when we reminded them, but they lacked the practice to make this correct English response habitual.

7. Spontaneous Lessons. Our teachers enjoyed and took advantage of the opportunity to utilize a flexible approach to curriculum making, based on the needs they perceived in the children they were teaching. Because we were trying to meet our own goals, and not to "cover" a certain amount of material in a specified time, they were able to use the children's curiosity and alertness as a motivation for learning. We had many lessons which were hatched on the spur of the moment. For example:

a. During a science lesson about the earth, the discussion turned to how the moon revolves around the earth, and the earth around the sun. The two teachers involved in this lesson immediately went for the globe and filmstrip projector which could represent a source of light. They quickly demonstrated that night and day are caused by the earth's rotation.

b. We learned that an election was being held in our school building. The children were taken to watch the voting process. The teacher introduced such concepts as "election," "decide," "issue," "vote," and "representative." He used sample ballots, and two other teachers campaigned as representatives for and against recess that morning. A secret ballot was held. Recess won. As the teacher reports, "We put the idea together in a very few minutes, with me doing the outline and discussion and with other teachers coming in on cue in a beautiful example of teamwork." The new vocabulary introduced during this experience was added to the children's word cards, and further elections were held to review and summarize what the children had learned.

c. Another teacher reports: "A sometime "clown" in the class was looking into the fish bowl and exclaimed, 'Hey, look! A rainbow!' I decided to play along with the gag, and much to my surprise, when you cup your hands close to your eyes and look into a tank of water, you can see a rainbow on the side where the light is coming from . . . The surprising discovery of the rainbow in the fish tank led perfectly into a discussion of light, the colors in light, and angles of refraction."

d. When a curious child asked, "How does that fly walk on the ceiling?" Some of his teachers immediately set about to teach on the basis of this question. The concept was adequately mastered when Mr. Schneider used a plunger to illustrate the fly's feet.

e. Another teacher created a ventriloquist's dummy named "So and So", who sat on his lap and, with some resistance, learned technicalities of the language in ways which made the children roar with laughter while they learned.

Perhaps more than anything else, our teachers enjoyed the development of their own ideas and the creativity and flexibility which they were able to bring to their teaching.

Activities with Parents

Teachers had an opportunity to know many parents through their trips to the camps to recruit students, and through their visits to particular homes. We sent parents a letter inviting them to visit our school whenever they could. Only one parent (the leader of several large crews)visited our school while it was in session.

At the end of two weeks of school we held a fiesta, at which children sang and the teachers' newly formed band played. We served refreshments and the children broke a pinata which was one of three they had prepared for the party.

(After the breaking of the first pinata we put the next two into retirement. We had had no idea that these children would play the pinata game the way professionals play football. They dove in great heaps on top of the candy and on top of each other. It looked dangerous to us, and we stopped the activity before somebody was seriously hurt. Later, parents told us that it is expected that some child will be taken to the hospital after the pinata is broken.) We had hoped to have 150 people, including children, at our fiesta. But 250 people poured off the buses we had sent round to the camps! Many of these were teenagers. Though we were delighted to have them, we had hoped that we would have more parents too.

Toward the end of the summer program we discovered a better way to attract adults to our school: by means of a rummage sale.* Most of our children were in need of clothing, so we quickly collected a great deal of rummage. Parents and others from the camps came in droves. Many came on the buses we once again sent around, but others came in their own cars. We estimated that 500 people attended the sale. Most of the clothes disappeared from the tables in less than an hour. We had planned for each classroom to present a small program for the parents, showing and telling about the things the children had learned during the summer, but we had not planned for so many adults, nor were we able to lead them all into separate classrooms and seat them.

In its emphasis upon education then, the rummage sale failed. But as a vehicle for attracting parents to the school and giving them opportunity to talk with teachers, it was excellent. Next time we would have more rummage sales, with the procedure for the program carefully announced beforehand, and save the fiesta for the end of the summer.

We are confident that establishing relationships with parents which include mutual trust and respect and which will enable parents and teachers to work together for children is an easy goal to reach. We believe that many of these parents, while they support or at least are not inimical to school, do not know what they can do to help their children into a better life. They do not teach their children the names of things. They are reluctant to give up their own language, even part of the time. They do not take their children to see things, and do not help them to understand a broader culture than the limited one in which they now live. We also believe, however, that these parents are full of care and affection for their children, and would be glad to do those things which are good for their children's intellectual growth, if only they knew what they were and how to do them. Future school programs should have an active and clearly planned program of parent education.

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*Because we did not wish to compete with local organizations who rely upon rummage sales to raise money, we did not actually sell the clothes. The parents "bought" them with play money which the children had made.

New Experiences for Teachers

It would be impossible to enumerate everything that each teacher learned during the course of the summer. We will discuss here only those experiences which seemed to be most noteworthy for the growth of teachers.

1. Learning to function with other teachers as teams. At first, a democratic, mutually responsible team was a difficult concept to grasp. Younger teachers tended merely to accept and carry out the ideas of the more experienced ones, while the latter were caught between the desire to provide immediately what they thought was necessary and the fear of dominating their youngers. More dominant personalities were sometimes resented by team members less used to self-assertion. No one was used to sharing a classroom with so many other teachers.

   But soon almost all of our teachers found themselves able to advance their own ideas and to disagree honestly and in good feeling. This made it possible for the teams to function as democratic, autonomous units. There were no rivalries among teachers on the same team, although as great team loyalty developed some antagonism between teams was occasionally apparent. Frequently, several teachers shared in the same large group lesson, taking over from each other or interrupting each other as ideas occurred to them. The development of the teams was a beautiful sight to watch. Two teams were exceptionally, and one team moderately, successful in establishing a truly democratic teaching unit in which several minds were fed and challenged by each other. The less successful team was that in which team members found it less easy to talk freely with each other. During the spring preparation for the summer's teaching all pre-service teachers were members of sensitivity groups. It was to this experience that they attributed their ability to develop the free and honest exchange and the mutual respect which brought success to teaching as a team. Teachers also held their common goals for migrant children with such strength that cooperation was inevitable: they had to cooperate in order to achieve these goals. Team planning sessions sometimes resembled effective committee meetings and, at other times, a New England Town Hall. The practice teachers received in democratic interchange will make them valuable staff members.

2. Learning the distinctions between authoritarianism, permissiveness, and democracy. Most modern Americans dread authority. In the age of the common man, when everyone is "as good as" everyone else, "authority" carries the connotation of monarchy or totalitarianism. Perhaps this is one reason our recently graduated teachers dread to be authorities in the classroom. Another may be that in our teacher training we are so anxious to rid schools of the rigid, authoritarian teacher that we drive our students to the opposite extreme of permissiveness. During the first week of school our less experienced teachers had a tendency to emphasize children's decisions and children's wishes (certainly a valuable tendency!) to the degree that there were many moments when classrooms lacked the organization necessary for accomplishment, children were uncomfortably at loose ends, and time was wasted.

   It was helpful then to note that children's needs are not completely met either under a system of autocracy or one of permissiveness, and that responsible leadership, limits, rules, and a predictable social order are necessary for children's physical and psychological safety, as well as for their education. Our young teachers quickly learned that they could help children make necessary rules (they emphasized that these rules be stated positively) and could enforce them. Reassured by the distinctions among these three terms, they found that they could in conscience provide the responsible leadership which democracy requires. They quickly made order out of chaos.

3. Learning the importance of planning. If the staff at Sister Lakes is typical, most teachers graduating from Western Michigan University value creativity, spontaneity, flexibility, and originality. Some question might be raised, however, about the adequacy of the preparation we are giving them for encouraging this behavior in children. At the beginning of the summer there was considerable difference of opinion about the necessity for planning. But our teachers learned that children's learning, discovery, and originality does not occur without an encouraging environment, and someone has to plan for this environment. This insight is best expressed by Mrs. Smith's observation: "The principle thing I've discovered is that no matter how creative and expressive a classroom, it must also adhere to schedule (meant to be broken), ground rules, and teacher respect! Even with individual attention readily available, it is up to the teacher to produce an atmosphere conducive to discovering or a project or lesson to build up toward the beneficial individual attention. This takes planning; it is not just happened upon . . . Structure and planning are keys to creativity."

4. Growth in Resourcefulness. A new program with new children offers teachers many opportunities to be inventive, to use their own imaginations and ideas in planning for children. Many of our teachers were quick to meet this challenge. They grew increasingly flexible and inventive. This growth had important consequences for the children, but the consequences for the teachers were equally important. They observed themselves and each other doing things they had never been sure they could do -- and doing them with competence. They could see the products of their own minds take shape before them. We predict that they will be less reliant upon stereotyped resources for teaching, since they have learned that they carry many resources with them. The opportunity to observe the concrete successes of one's self and one's colleagues is a sure way to an improved self-image and mutual respect. Curricular freedom, with broad goals held in common, acted as a stimulus to teacher growth -- a fact which school systems interested in improving the quality of their teaching might well take to heart!

Other Staff Members. Sister Lakes was blessed with a school staff made up of individuals who wanted to do their jobs well. Our secretary was of inestimable help in keeping our troublesome administrative machinery running. The bus drivers took the children to all the good swimming places in the area. They, too, were concerned about the welfare of the children. Our custodian was always at least one jump ahead of us in readying the building for special events or for our special needs. To these people we owe many debts.

The cook and her helpers were hampered by kitchen facilities designed only for small suppers or afternoon coffees, and not for feeding large groups of children. Understaffed and overworked as they were, it was difficult for us to arrange for children to set the tables or serve one another in "family style."

The stove was small, with a half-size oven above the range, preventing the use of large pots on the back burners. Inadequate freezer facilities necessitated many extra trips for frozen food. Storage space was awkward, there was no diswasher, and serving space was inadequate. No menus were provided.

An inadequate kitchen had more effect on our school program than one might at first suppose. Our breakfasts consisted invariably of cold packaged cereal, juice, milk, and bread with butter or jam. Teachers wanted children to have more protein and more warmth at breakfast. It was suggested that we have hot whole-grain cereal, but the cook said the facilities would not permit this. The teachers planned a way to produce toast, sausage, and eggs, using our own appliances, but we learned that this was not possible because of inadequate electrical circuits to the kitchen. The cook resented the sttitude some teachers expressed, and the teachers resented the breakfasts. At times our school program seemed threatened by a "Cook's Rebellion." Our moral, for all who would carry on a successful summer program: consider the facilities and consider the cook.

At the beginning of our program, these staff members quietly and tactfully, but a little skeptically, viewed the idea of bringing migrant children into the local school during the summer. Their attitudes changed conspicuously as they came to know the children and our program. By the end of the summer, our cook told me of her trip to a local fair, where she saw many Mexican-American children. "I felt as though they were my own children," she said. By the end of the summer, too, the custodian was expounding on the wonderful job that could be done for these children if the same program were continued next summer. We watched the attitudes of these fine people change from reserved skepticism to increased interest to affection for the children, faith in their ability to learn, and conviction of the worth of our project.

Our interpreter made unique contributions to our program. She visited camps, called growers, made a map of our area showing the locations of the camps now being used, rode the school bus early in the morning, played the accordion in the teachers' band, and taught our group of non-English speaking children. She was intelligently interested in the educational and social problems of our children.

Our counselors found themselves burdened with an excess of testing and research. This was through no fault of theirs, nor was it the fault of those directing the research. It was rather owing to matters of fiscal policy which none of us could control. However, they counseled faculty, individual children, and small groups of children when they could, and devoted most of their time to testing and research. They, too, supported the program in many other ways -- recruiting, playing ball, taking children to the doctor, and helping with parents' nights, for example. Teachers resented the interruptions which research caused, and, sometimes, those who carried on research. The counselors bore their burdens with a grace and humor which made the implementation of our common purposes far easier for all of us.

Weaknesses of Our Program and Suggestions for Avoiding Them.

1. The Improvement of Procedures for Evaluation and Research. Teachers were at a loss to handle effectively the problem of evaluation. This appeared to be the greatest weakness in their training. Indeed, many did not recognize the necessity for evaluating their own performance, and were convinced that a subjective feeling or opinion about the results of their teaching was more valid than objective evidence that children had learned something. Such statements as, "The kids really seemed to enjoy this activity," or, "This was a very good experience for the children," often constituted our sole evaluation. Nor were teachers always able to devise methods of evaluation in terms of specifically stated purposes. Our achievement tests and the few materials teachers saved were our only means of evaluation, and they did not adequately reflect our purposes.

   We conclude that methods of evaluation are very much neglected in our university training. (The writing of purposes in behavioral terms, a difficult task for anyone, was also seldom in evidence.) Since the specific university experiences which any teacher has encountered is not guaranteed when teachers begin their in-service training for such a program, we suggest that the program contain specific and detailed instruction in writing purposes and conducting evaluation. Agencies financing programs should take care that adequate funds and time are available for training and evaluation.

   Unavoidably, research programs at the school had to be planned hurriedly, after it became a reasonably safe guess that funds would become available for them. There was never sufficient personnel to conduct research, and staff members found themselves pressed into carrying too many responsibilities at one time. We suggest that programs for the future be planned with research in mind at the outset, and that adequate funds, materials, and personnel be employed to conduct research with less strain.

   Teachers were not informed about research, and were often annoyed by it -- particularly by that portion which investigated their interactions with children. They were also annoyed when research threatened their plans for swimming or field trips. Programs of research should be thoroughly explained to teachers before school begins.

2. The Revision of Time Schedules. Believing that migrant workers left their homes early in the morning and returned late in the afternoon, we originally started school at 7:00 a.m., and continued until 4:00 p.m. When we learned that children were missing the bus because some parents were unable to have them ready by 7:00 or 7:30, we changed our schedule so that school began at 8:00. This gave us more overlapping time when both in-service and pre-service teachers were at the school and more time was available for teams to plan together. If the value of a low pupil-teacher ratio is to be gained, teachers should all be at the school all the time. We suggest a starting time of 8:00, and closing time of 3:00, with occasional planning periods from 7:30 to 8:00 and daily planning and evaluation periods from 3:00 to 4:00 in the afternoon. Teachers should be paid on this basis. This should give greater continuity to instruction, provide for more adequate planning and evaluation, and eliminate confusion for both teachers and children.

3. Recruitment Procedures. Teachers' participation in recruitment was extremely worthwhile. Recruitment should be carried on by teachers, but before school opens. This would reduce the evenings spent in the camps at a time when teachers are devoting much energy to a new program.

4. Improved Health Services. Various health agencies provided medical care and dental treatment for the children. However, these agencies were understaffed and we often had to wait for help from the public health nurse. In some cases, children would have had to wait for several days for needed care, had we not taken them to a local doctor. A local clinic helped to meet the needs of families in the evening, but this clinic did not operate during school hours. We needed medical aides more readily available to the schools.

5. A Program of Parent Education. If our generalization on the basis of our observation of Mexican-American children and their parents are valid, schools can much more successfully attain their objectives if parents are shown ways in which they can help their children's intellectual growth. Parents, too, could benefit from evening programs which schools might provide. Perhaps a good way to begin a program of parent education would be to visit the camps, surveying the interests of the adults there, and offering courses most demanded, either in the camps or at school. Some parents would be quick to see the possibilities inherent in machine shop courses, carpentry, sewing, or reading English. Word spreads quickly in a migrant camp and once the educational program had the endorsement of a few, it would be possible to attract parents to these courses.

   What we are proposing, then, is a modified type of community school in which parents'felt need would dictate the curriculum, and in which, directly and indirectly, intellectual stimulation in the home would be emphasized.

6. An Evening Program for Adolescents. While our school was in session, we saw countless adolescents in the fields and camps. They worked in the fields, swam in the nearby lakes, played pool in the camps, and some of them attended parties given at the center maintained by Michigan Migrant

Opportunities, inc., at Keeler. They, too, need education for the trades, remedial reading and English usage to prepare them for technical jobs, encouragement of inish high school or to attend college, and driver training, sewing, and homemaking.

Schools should remain open in the evenings for these young people, as well as for their parents. The most effective program is a comprehensive program for the migrant family.

Appendix B

COUNSELOR-OBSERVERS' EVALUATIVE REPORT

The following excerpts were abstracted from an in-depth interview with six counselor-observers who participated in the training program. The comments have been edited considerably. A tape recording of the complete group evaluative session is available from the author.

1. Comments on the program

   There was a need for better planning of classroom activities. While there was some improvement after the first few weeks of the program, there was still a need for better planning. This was evident in the fact that some teachers relied on others to do the major part of the teaching, and thus not all teachers seemed to be active all the time. Some actually seemed to have nothing to do. Of the three schools, Fennville seemed to have better teacher participation.

   One of the problems of the program was the absence of time which could be used for teacher planning. Teachers in this team-teaching situation did not appear always to be busy. However, it was one of the strengths of the program that teachers could give pupils a great deal of individual attention. If we are going to utilize a team-teaching approach, it is necessary to have someone coordinating and leading the program to assure efficient use of the teacher's time. In some cases the leadership which was supposed to have come from the team, either in in-service or pre-service, did not develop. There is a need for leadership from the outside, perhaps someone being trained in elementary school administration.

   Teachers lost their enthusiasm as the program waned. All teachers were enthusiastic initially, but even moderate enthusiasm was not maintained toward the end of the program. Part of the problem was the absence of evaluative feedback during the teaching experience.

   If this was considered a training situation, then there should have been more evidence of training activities such as continuous evaluation and group meetings for the purpose of learning. There is a need for better screening process to recruit more "accepting" people. In some cases teachers did not want to get involved with students and remained aloof. Some of the teachers had personal problems which interfered with their performance. The program evidently helped in these situations.

   Most of the in-service people expressed a desire for a therapy group or sensitivity sessions toward the end of the program. Initially these teachers were skeptical about therapy groups.

   In summary, with the exception of Fennville, there was need for more accepting and warmer teachers. Although, of course, there were a number of exceptions in Sister Lakes and Pearl. In general, teachers did not know what to do. It would have been helpful to have a supervising teacher in each classroom and to require advance planning of classroom activities. While rigid planning is not always desirable, it seemed too much was left to chance. For example, a field trip was undertaken without any expressed purpose or preplanning. All that was decided was where the class was to go. There should have been some general objectives in mind. In general, the program was endowed with teachers who were somewhat fearful and afraid to take a chance. As there is in much elementary education, these teachers did not have a risk orientation and perhaps were somewhat insecure.

2. Comments on migrant children

Referring to their state of deprivation, the counselor-observers described migrant children as more culturally deprived than inner-city youth both educationally and experientially. "They didn't realize what a gas station was...some couldn't even speak good Spanish, let alone good English."

These children suffer from "visual ignorance" of their world around them. They need more information, thus group process is the most successful counseling technique. They are not like the inner-city child, they suffer from severe cultural deprivation and lack of information.

They seem to accept and tolerate the conditions under which they live, perhaps because of a strong family structure in which the father has much authority.

The behavior of migrant children is unlike inner-city youth whom you have to "win over in the classroom." These children are eager to learn, anxious for approval, respect the teacher and appreciate school. These behaviors reflect the patriarchal family situation with the father in an authoritive position. You don't see the vindictiveness of inner-city children. They respect adults; try to please them and enjoy adult attention and support. The only criticism is that they try too hard to please the teacher. This prevents them from being creative or expressing their individuality. They are too conforming. They have a hard time staying in school because they are sick alot due to a poor diet and have to work. The attendance of teenage girls was especially poor because they must care for the young children while both parents work.

As a result of working in the fields and a lack of medical attention, they age rapidly.

Children made a point of being Mexican, not Indian. They don't realize they are part Indian, some would not admit being part Spanish.

Children need personal and vocational guidance and counseling in which the family is involved. It is important that they know you (the counselors) are trustworthy. Counseling can help give them a sense of personal worth and offer needed guidance.